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ABSTRACT

This report is part of the Florida Department of Education, Title III, ESEA, Educational Needs Assessment study and deals exclusively with information and data collected from questionnaires administered to a sample of seven educationally relevant subpopulations within the State. These subpopulations included students, teachers, principals, superintendents, school board members, employers of former students, and adult residents of the State. Except for two of these seven subpopulations, the opinion survey was conducted on a Statewide random sampling basis to allow for a more representative sample of Florida's population. The report contains a review and a discussion of the opinions and attitudes of the subpopulations with regard to a variety of educational concerns facing today's public schools. A related document is EA 005 093. (Author/MLF)

Copies of this document and the companion publication, *An Assessment of Educational Needs for Learners in Florida, 1970,* are available from the Bureau of Research, Florida Department of Education, Tallahassee, Florida, 32304.

This public document was promulgated at an annual cost of $ 8,656 or $5.80 per copy to report the results of Florida's Educational Opinion Survey.

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florida educational opinion survey

1970

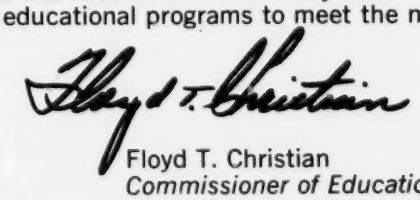
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, Commissioner

EA 005 092

I believe that public education in Florida is creditable only to the extent that its programs are consistent with and directed toward the educational goals established by its citizens. This statement implies that educators must be continuously sensitive to the expressions and wishes of the people they serve.

The Opinion Poll provided the Department of Education with a means whereby a representative sample of Florida citizens could express their opinion on a broad range of educational topics. Their perceptions, concerns and feelings are set forth in this document.

I trust that you will find the results of this activity informative and helpful in planning educational programs to meet the needs of *all* Florida Learners.



Floyd T. Christian
Commissioner of Education

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CHAPTER I

INTRODUCTION

This report is part of the Florida Department of Education, Title III, ESEA, Educational Needs Assesment study and will deal exclusively with information and data collected from questionnaires administered to a sample of seven educationally relevant subpopulations within the state of Florida. In the report the reader will find a review and discussion of the opinions and attitudes of the subpopulations with regard to a variety of educational concerns facing today's public schools.

HISTORY AND BACKGROUND

In 1965 the Elementary and Secondary Education Act (ESEA), PL 89-10, was approved by Congress and signed into law by President Johnson. Federal funds were allocated to eight educational tasks. Among these, Title III was designated to stimulate creativity in education by funding innovative and exemplary programs in local school districts. The Act was amended in 1968, whereby the responsibility of administering Title III funds was transferred from the U.S. Office of Education to the individual state departments of education. Accompanying this responsibility was the requirement for each to submit a State Plan for the administration of Title III. The guidelines for writing the State Plan included the necessity of developing a comprehensive plan for assessing the critical educational needs unique to the state's own population. The flow of data from the assessment process was to serve as the basis for distribution of Title III funds within each state.

The Florida plan for assessing its critical educational needs was developed by the Florida Educational Research and Development Council (FERDC) in 1968. Nineteen experienced, professional educators, representing a wide variety of educational interests within the state, were responsible for designing the detailed

guidelines included in the assessment plan. As a result of their efforts, a comprehensive multi-strategy document, entitled *Plan for Study of the Educational Needs of Florida,* was completed and has since acted as the sole guide for Florida's needs assessment effort.

FLORIDA'S NEEDS ASSESSMENT PLAN

The various research strategies included in the plan developed by the FERDC task force were primarily designed to provide the state with five different types of information:

1. A description of the status of learners in seven broad behavioral areas corresponding to the Seven Cardinal Principles authored by the National Education Association in 1918:

    Communication and learning skills
    Citizenship
    Vocational interests
    Mental and physical health
    Home and family relationships
    Cultural and aesthetic appreciations, and
    Moral and ethical values;

2. A statement of critical needs in these areas;
3. A description of the population characteristics most highly correlated with each identified need;
4. An evaluation of the effect which certain selected system inputs have on each need; and
5. An analysis of the opinions which certain "educationally-relevant" subpopulations hold regarding education.

Three different data collection strategies were included in the plan to supply necessary data input for assessment: (1) a review and secondary analysis of state and district socio-economic, ethnic, and educational data readily accessible to the Department from a wide variety of public and private agencies; (2) an original survey of the educational practices and learner characteristics of a random sample of Florida schools; and (3) an original sampling of the opinions of certain specified subpopulations within the state.

The inclusion of an opinion survey, which is the subject of this publication, was viewed by the task force as a means of providing additional educationally relevant data as input to future planning activities and for possible decision making purposes rather than as a source of information for identifying learner needs.

In this respect, opinion data would provide the program developer with information concerning the various reactions he might expect to exemplary or innovative programs directed toward the alleviation of needs identified in a given area.

Seven subpopulations were included in the opinion survey. These were: students, teachers, principals, superintendents, school board members, employers of former students, and adult residents of the state. Except for two of these seven subpopulations, the opinion survey was conducted on a statewide random sampling basis to allow for a more representative sample of Florida's population. However, because of the relatively small number of persons involved, an attempt was made to completely enumerate superintendents and school board members. More detailed information regarding the sampling procedures followed with each of the subpopulations may be found in the individual report.

The opinion survey was carried out under the direction of Dr. Norman Luttbeg of the Survey Data Center at Florida State University. Dr. Luttbeg submitted the following reports based upon the findings of the survey:

CHAPTER II — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF ADULT RESIDENTS

CHAPTER III — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF STUDENTS

CHAPTER IV — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF TEACHERS

CHAPTER V — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF PRINCIPALS

CHAPTER VI — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF SUPERINTENDENTS

CHAPTER VII — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF MEMBERS OF BOARDS OF PUBLIC INSTRUCTION

CHAPTER VIII — FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF EMPLOYERS OF GRADUATES OF PUBLIC SCHOOLS

CHAPTER IX — FLORIDA EDUCATIONAL OPINION SURVEY: A COMPARISON OF VIEWS ON SELECTED TOPICS

OVERVIEW OF THE SAMPLE PROCEDURE

Between August, 1969 and Februrary, 1970, the Survey Data Center attempted to interview a sample of approximately 4,650 persons within the seven subpopulations previously identified (responses from all superintendents and school board members were solicited). As a result of this effort, information and opinion data were gathered from a total of 3,072 persons. The subpopulations, the sample size of each subpopulation, and the number of completed questionnaires are as follows:

SUBPOPULATION	SAMPLE SIZE	COMPLETED QUESTIONNAIRES
Adult Residents	856	703
Students	1,497	1,457
Teachers	597	437
Principals	275	155
Superintendents	67	62
School Board Members	343	132
Employers	1,013	126
	4,648	3,072

A copy of the adult resident questionnaire and the techniques used in drawing the adult sample may be found in Appendices A and B.

Upon establishing the number of persons to be surveyed, several interview methods were employed in order to gather the needed information. Both the student sample and the adult resident sample were surveyed by professional interviewers contracted by the Survey Data Center. The students were administered their questionnaires in the school which they attended, whereas the adult residents completed their questionnaires in their homes. A somewhat different procedure was used when surveying the teachers and principals. In these instances, the questionnaires were delivered to the respective school offices by staff members of the Data Center at approximately the same time the students were surveyed. The completed questionnaires were returned by mail. Three samples, i.e., school board members, superintendents and employers, were mailed questionnaires along with self-

addressed, stamped envelopes.

A total of five statistical techniques were used in the analysis of the data collected:

(1) Scalogram Analysis
(2) Chi Square
(3) McQuitty's Elementary Factor Analysis
(4) Gamma
(5) Spearman's Rank-Order Correlation Test

A brief description of the use and interpretation of these techniques can be found in Appendix C.

CHAPTER II

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF ADULT RESIDENTS

(abstract)

In August, 1969, a random sample of 703 adult residents of Florida (18 years of age or older and not enrolled in public schools, K-12) were administered a questionnaire to gather data relative to their attitude toward education and to identify their desires for new directions in educational policy. The procedure for collecting the needed information was one of the most common survey techniques used—door-to-door. The questionnaire was administered by professional interviewers and completed on location. The final results of the analysis of these questionnaires are contained in this chapter. With regard to the findings of the survey, the public: sees a function of the schools as helping the student adjust to what society demands; feels more stress should be placed on physical science and mathematical subjects; sees no need to ban any courses from the schools; does not hold the schools accountable for a student's behavior; approves of classroom discussion of controversial subjects; believes that qualified and interested teachers are the key to good schools; and strongly supports the perpetuation and extension of the conventional American school.

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In early August, 1969, the Survey Data Center of Florida State University began interviewing an area random sample of 703 Floridians concerning their perceptions and support of public

education in the state. In this report the general profile of public attitudes toward education will be analyzed, the importance of educationally relevant demographic variables such as education, age, race, and having a child in school will be assessed and the public's desires for new directions in educational policy will be identified.

Since nine demographic variables were analyzed, the task of the reader of this report can be facilitated by first considering the interrelationships between these variables. Two considerations went into the decision as to whether or not the relationship between attitude toward education and demographic variable was presented in this report. First and most important was the strength of the relationship. If the relationship yielded a statistically significant Gamma of .15 or better, it is reported. Although Gamma and other statistics used in this report are thoroughly discussed in Appendix C, the reader should note that a Gamma of .15 means that knowing whether a person is male, for example, allows predicting his response on the opinion item fiften percent more correctly than having to guess not knowing his sex. This finding is, of course, only moderately useful, but it served as a threshold which excluded better than two-thirds of the possible relationships.

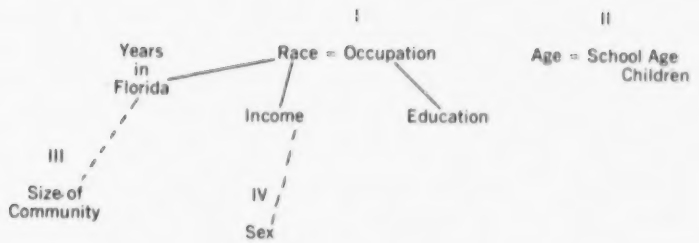
The relationships among the demographic variables provide an additional criterion determining the emphasis placed on a relationship. Table 2.1 shows the relationships between these variables. Obviously, some variables correlate very highly with others. Using McQuitty's Elementary Factor Analysis to aid in identifying patterns, two basic clusters of variables stand out. These clusters include those variables which have their highest correlations with one another. By the fact that they are highly interrelated, we can assume that a more basic variable underlies their interrelationship. The first cluster, which includes education, occupation, income and race along with other less related variables, apparently captures the often noted social and economic status variation in society while also highlighting the racial bias of higher status. Blacks have lived in the state disproportionately longer bringing this variable into the cluster. Finally, sex and the size of community in which the respondent lives attach to the cluster, although quite weakly. The highest correlation with sex is −.23 with income and for size of community is −.12 with years in Florida. Because of these low correlations, we view them as separate clusters or dimensions. The four clusters are shown in Figure 1.

The best single indicator of the social and economic status cluster is race with an average Gamma of .55, but education is second (.52). The relationships between these two variables and

Table 2.1 **RELATIONSHIPS BETWEEN SELECTED ADULT RESIDENT CHARACTERISTICS** (Expressed in Gammas)

RACE (White)[1]	INCOME (Higher)	OCCUPATIONAL STATUS (Higher)	EDUCATION (Better)	YEARS IN FLORIDA (Longer)	SIZE OF COMMUNITY (Bigger)	AGE (Older)	SCHOOL AGE CHILDREN (Yes)	SEX (Female)
.54								
.59	.44							
.53	.48	.55						
-.47	-.15	-.08	-.19					
-.08	.02	.03	.06	-.12				
.30	-.22	-.04	-.15	.11	-.05			
-.10	.32	.21	-.03	.02	.01	.40		
-.15	-.23	-.07	-.16	.06	-.09	.00	.05	

[1]The meaning of the high end of the variable is designated in parentheses.



various attitudes toward education should then be indicative of the effect of other social and economic status variables on educational attitudes. By way of the previous argument, size of community and sex might be expected to have a potentially independent relationship with such attitudes. Since age and whether or not the respondent has a child in school are rather highly related, it is difficult to determine which variables would have the greater effect in any given situation; however, as can be seen in the analysis that follows, age does prove to be more frequently related to variations in attitude. In short, we should expect four dimensions in which the demographic variables relate to the educational opinions—socioeconomic status; parenthood/youth; sex; and urbanity. Knowing the relationship between one of these and an educational attitude should give little or no information as to the relationship of the others with that attitude.

Before turning to an examination of the relationship between the four "clusters" and opinions on education, one further variable should be considered which could very possibly influence these opinions; that is, the degree to which respondents are directly involved in educationally oriented activities.

RESPONDENT INVOLVEMENT IN EDUCATION

The typical Floridian once or twice each month discusses school quality and performance with friends and neighbors and

reads one or two newspaper accounts about county school board meetings. He probably has not attended a school board meeting in the last year (90 percent have not); and he has only a little better than a four in ten chance of having voted in the last school board election. While those who participate in one of these matters also tend to participate in the others, voters in county school board elections are almost invariably those who vote in gubernatorial elections and county commissioner elections (Gamma = .95 and .97 respectively). Voters in any one of these types of elections tend to vote in all three. Excluding voting in school board elections, the other forms of participation in public education policy-making prove highly correlated. (See Table 2.2) This high correlation would suggest that those voting in school board elections differ substantially from those involved in other forms of educational participation as evidenced by their attention to media accounts, discussion with friends, and attitudes at school board meetings.

Table 2.2. **RELATIONSHIPS BETWEEN VARIOUS FORMS OF ADULT RESIDENT EDUCATIONAL INVOLVEMENT** (Expressed in Gammas)

Form of Involvement	Read Newspaper Accounts	Attend School Board Meetings	Discuss Education with Friends and Neighbors
Vote	.25	.24	.10
Read		.46	.43
Attend			.38

As Table 2.3 indicates, certain subgroups within the Florida populace are more involved in educational affairs than others. The young and those living in Florida fewer than ten years vote less in school board elections. These relationships parallel those in the other two types of voting that were studied—gubernatorial and county commissioner. Registration and residency requirements undoubtedly explain much of this difference as thirty-three percent of those having lived in Florida fewer than ten years report not being eligible or not registered to vote in contrast to 15 percent of the longer term residents. Blacks also report lower turnout.

Table 2.3. **EDUCATIONAL INVOLVEMENT BY ADULT RESIDENT CHARACTERISTICS** (In Percent)

Characteristics	Voted in Last County School Board Election	Read Newspapers in Last Month on School Board Meeting	Attended School Board Meeting in Last Year	Discussed Schools with Friends and Neighbors Once a Month or More
Combined Sample	43	63	10	53
Race:				
Black	33[1]	54[1]	20[1]	55[1]
White	45[1]	65[1]	9[1]	53[1]
Education:				
High School or less	41	56[1]	10	52[1]
More than high school	47	74[1]	10	61[1]
School Age Children:				
Yes	49	74[1]	18[1]	67[1]
No	40	56[1]	5[1]	44[1]
Length of Florida Residence:				
More than 10 years	52[1]	65[1]	12[1]	53
10 years or less	27[1]	60[1]	7[1]	53
Age:				
Less than 45	34[1]	66	14[1]	62[1]
45-65	50[1]	61	9[1]	53[1]
Over 65	50[1]	57	3[1]	32[1]

[1]Probability < 0.05

Respondents with more than a high school education and those with children in school read newspaper accounts of school board meetings more regularly than others, but the difference in both cases is only 18 percent[1].

People with school age children disproportionately attend school board meetings as might be expected given their interests. Their attendance is also notable in the differential attendance by age groups. Blacks report the highest attendance figure, 20 percent. This relationship persisted when we further controlled for education, as 18 percent of the less educated blacks attend along with 30 percent of the better educated blacks.

While better educated persons continue to show greater participation in the discussion of school performance and quality, the strongest differences are noted again in whether or not the respondent has a child in school and in age.

Thus, we see that, while younger persons vote less in county school board elections and persons with children in school do not show a very strong potential to vote, they compensate for their lower participation in this area by greater discussion, reading, and school board meeting attendance. Like the younger members of the sample, blacks also participate in ways other than voting.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Respondents were asked to evaluate the performance of local teachers, local schools, state schools and as well as two other local governmental agencies, police and courts. As Table 2.4 indicates, all five received favorable evaluations from respondents with only 5 to 12 percent rating any given agency's performance as poor.

When respondent characteristics were examined in light of these evaluations, the only significant relationship was found between race and expressions of satisfaction with state schools.

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[1]Statistical significance or confidence that normal variations between one's sample and the public from which it is drawn cannot account for the discovered relationship that is easily achieved with a sample as large as ours. Because of this more dependance in the analysis is put on the strength or usefulness of the information. In all cases, however, where statistical significance is achieved it is indicated by the low probability of the relationship being explainable as sample error.

Table 2.4. **ADULT RESIDENT SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good	Don't Know
Local police	9	25	45	15	6
Local teachers	5	23	38	11	23
Local schools	8	26	41	8	18
State schools	7	28	40	5	21
Local courts	12	26	34	4	24

Blacks were inclined to rate the performance of state schools as "good" or "very good." In short, knowing whether a person is black, young, urban, less educated, has a child in school, or is new to the state is useless in determining whether he expresses satisfaction with the performance of public schools, teachers, police, or courts. Because of the apparent lack of differentiation in degree of satisfaction and the lack of relationships between the dimension and characteristics of people, we are very suspicious of interpreting these findings as general satisfaction.

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

It is not uncommon in opinion surveying to find that the researcher has falsely created opinions where none really exists by giving respondents a choice of six answers and making it embarrassing for them to admit disinterest or ignorance. One method of avoiding this problem is by asking free response or open-ended questions—those without fixed-answer alternatives. This method was used extensively in this project. Respondents were first asked to think, ". . . back to when you were in school and all you learned there both in and outside class, what has proven most important or useful to you and why?"

It is evident in column one Table 2.5 that a substantial plurality of Floridians (69 percent) evaluate their schooling in terms of the subjects they were taught and not in terms of interpersonal relations, extracurricular activities, or other non-academic functions. Nineteen percent, however, do recall as most important the first three categories dealing with interpersonal relations and one's interaction with society. Interestingly, few (10 percent) stress the importance of the more general processes, such as learning to

Table 2.5. **ADULT RESIDENT VIEWS AS TO THE MOST VALUABLE ASPECTS OF EDUCATION FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent)

Aspects of Education	Self	Today's Students
I. Interpersonal Relations		
1. Discipline	8	6
2. Contact with Others	2	1
3. Getting Along with Others	9	10
II. Processes		
1. Learning to Communicate	5	4
2. Learning to Learn and Think	4	6
3. Learning a Skill, Trade, or Vocation	1	4
III. Specific Subject		
1. Vocational Use	25	8
2. General or Avocational Use	44	59
IV. Other	2	2
	100	100
	(N = 701)	(N = 579)

think or communicate or mastering a vocation. It is *subjects*, not processes or interactions with others the public remembers as most valuable. Likewise, except for two areas, "specific subjects of general or avocational use" and "specific subjects of vocational use," very little variation is notable in Table 2.5 between what the public found personally valuable in school and what they think valuable for today's students.

Only education, income and race in the first of the four clusters of demographic variables referred to earlier prove to have any relationship with what people perceive as most important in their education.

As Table 2.6 indicates, education increases the perception of interpersonal relations as a more valuable part of the public school curriculum.

The more educated person also tended to mention a specific subject within the context of vocational rather than general or avocational use. Similar relationships are also found with income and race.

Of the subjects mentioned, overall, 38 percent mentioned the fundamentals, (see Table 2.7) while 28 percent mentioned

Table 2.6. **RELATIONSHIPS BETWEEN ADULT RESIDENT EDUCATIONAL ATTAINMENT AND THEIR PERCEPTION OF WHAT WAS IMPORTANT IN THEIR EDUCATION** (In Percent)

Area of Importance	Less Than 6	6-9	9-12	Some College	Trade or Business School	B.A.	Grad. School
1. Interpersonal	10	16	16	28	23	22	38
2. Subjects of General or Avocational Use	62	57	47	37	35	27	22
3. Subjects of Vocational Use	24	18	27	19	39	34	30

Table 2.7. **ADULT RESIDENT VIEWS AS TO THE MOST VALUABLE SUBJECTS FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent With All Mentions Combined)

Subjects	Self	Today's Students
The fundamentals, 3 r's, grammar, etc.	38	22
Home economics	5	1
Business courses, typing, accounting, etc.	7	2
History and geography	6	4
The arts and humanities, culture	4	1
Civics, citizenship, current affairs, etc.	3	5
Physical sciences	3	24
Mathematics	28	33
Others	6	9
	100	101

mathematics. This response also tends to be that of those with less education and lower income with the better educated spreading their responses across a broader range but giving some stress to physical sciences and business courses.

Blacks answered somewhat counter to this, placing greater stress on the fundamentals but less on mathematics, 52 percent and 20 percent respectively. Female respondents, on the other hand, seldom implied vocational use for mentioned subjects. Forty-seven percent thought the fundamentals most important and very few recalled mathematics as important.

Despite probing by the interviewers better than 20 percent of the sample had no opinion on what is most valuable for today's students. Those that did, as Table 2.8 shows, saw technical training in mathematics and the physical sciences as invaluable; and no

Table 2.8. **ADULT RESIDENT VIEWS AS TO THE LEAST VALUABLE ASPECTS OF EDUCATION FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent)

Aspects of Education	Personal	Today's Students
Nothing, all education is valuable	21	26
Not encouraged to think for self	1	2
Not relevant, not like real life	3	4
New freedom, militancy, protesting, questioning authority	0[1]	4
Pressure to socialize, extra-curricular activities	0[1]	3
Facts of life, sex	0[1]	3
Narcotics and drugs	0[1]	4
Specific subject mentioned	70	42
Other	5	11
	100	99

[1]Some gave this answer, but their answers are lost in rounding.

segment of society deviated significantly from this assessment.

Apparently from Table 2.9, people either cannot identify anything in education which they would call least valuable; or they tend to mention a specific subject. (Only 56 respondents named more than one course as least valuable.) The subjects mentioned (see column one of Table 2.9) varied as only history and geography received any substantial mention. Even mathematics, which we previously noted as a subject which was generally characterized as valuable for today's youth, has not proven so for 12 percent of the public. No segment of society was notable for the subject it saw as least valuable.

The respondents' evaluation of what is least valuable for today's students focuses less on specific subjects; but physical education, the arts and humanities, history and geography are most cited by those mentioning subjects. These three content areas account for 63 percent of the mentions. Very little pattern is evident with the exceptions that blacks condemn physical education more than whites, 32 percent versus 24 percent. Whites and the better

Table 2.9. **ADULT RESIDENT VIEWS AS TO THE LEAST VALUABLE SUBJECTS FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent with all Mentions Combined)

Subjects	Self	Today's Students
Arts and humanities, culture	12	21
Physical education	8	23
History and geography	24	19
Foreign languages	11	9
Biology	4	2
Other physical sciences	11	3
Social studies, civics, current affairs	4	4
Mathematics	12	5
Other	14	15
	100	101
	(N = 521)	(N = 287)

educated judge foreign languages as least valuable for today's students.

There is probably a good deal of projecting of respondents' personal experiences in citing what they perceive as most and least valuable in the classrooms. The interrelationships (Gammas) are .48 in the overall response and .24 for the subject mentioned between what is seen as least valuable personally and least valuable for today's student, and .38 and .34 for most valuable. The respondents show a clear inability to perceive the question other than in personal terms.

In the previous questions the respondents were asked to evaluate which aspects of public education will prove valuable. Since there is a tradition in American public education of banning certain topics, respondents were also asked if any subjects should not be taught in our schools. Although most seemed willing to see any subject taught, a substantial number (35 percent) thought some subjects should not be taught. As Table 2.10 indicates, 24 percent of that substantial number named sex education. Most respondents feel this instruction is the responsibility of the family or church, not the schools (Column 2, Table 2.10).

Table 2.10. **ADULT RESIDENT VIEWS AS TO WHAT SUBJECTS SHOULD NOT BE TAUGHT IN SCHOOL** (In Percent)

What should not be taught		Why	
Nothing, everything can be taught	66	Other agency should teach	58[1]
Sex education	24	Unnecessary	14
Evolution	2	Potentially confusing	13
Militancy, protest, unrest	2	Potentially contrary to social convention	7
Religion	1	Would decrease effort elsewhere	7
Others	5	No one qualified	1
	100		100

[1]Percentages of those saying something should not be taught, N = 227.

Table 2.11 indicates the support among various segments of the population for prohibiting sex education. Clearly, the less

Table 2.11. **RELATIONSHIPS BETWEEN SELECTED ADULT RESIDENT CHARACTERISTICS AND THEIR VIEWS ON BANNING SEX EDUCATION AND OTHER SCHOOL SUBJECTS** (In Percent)

Characteristics	Ban Sex Education	No Subjects Should be Banned
Race		
Black	13	78
White	25	65[1]
Education		
More	17	70
Less	28	64[1]
Age		
Less than 45	14	77
45-65	29	62
Older than 65	36	51[1]
Child in School		
Yes	20	72
No	26	63
Length of Residence		
More than 10 years	27	63
10 years or less	18	72[1]
Sex		
Male	19	68
Female	27	65[1]

[1]Probability $\leq$ 0.05

educated, the old, and those who have lived in Florida longer oppose sex education. But in no category is there majority opposition to its being taught. If women favored banning any subject, it would be sex education, but they are slightly more willing than men to ban controversial subjects. Most Floridians seem willing to rely on the professional opinion of educators to make such decisions.

Blacks represent a somewhat different point of view on this variable. While slightly more than half of the blacks are likely to advocate banning sex education, those appear to feel this way because they fear it will detract from educational effort in other areas they deem more important. Twenty-one percent of the blacks compared to 5 percent of the whites see this point as a justification

for banning sex education. This view again substantiates our earlier analysis of the crucial importance blacks assign to acquiring the fundamentals of education. More than four in ten blacks also condemn physical education.

We might expect that those saying sex education should not be taught would also spontaneously label it least valuable for today's student. However, only 8 percent of those feeling sex education should be banned thought it least valuable. Looking at the relationship from another perspective, 69 percent of those who spontaneously answered that sex education was least valuable added that it should not be taught. The fact that only 15 volunteered the opinion that sex education was least valuable while 160 considered that it should not be taught strongly suggests that the controversy is not foremost in the minds of the public. Only when encouraged to respond, as in the "what should not be taught" question do they focus on sex education. Even in that circumstance only 24 percent condemn the teaching of this subject.

VIEWS ON EDUCATIONAL DECISION-MAKING

The Bedford Stuyvesant controversy in New York is symptomatic of the apparent lack of concensus on who should make what decisions in our schools. While in the past educators and school board members made these decisions without much indication of concern on the part of the public, minority groups have begun increasingly to demand a voice in the decision-making process. This aspect was explored by asking four questions concerning who should make decisions as to "what is taught," "which teachers are retained," "what is passing work in a course," and "whether new school buildings are needed." In each case the respondent had four choices: "mostly the teachers," "mostly the principals and administrators," "mostly the school board," and "mostly the community."

The tabulation in Table 2.12 depicts a public typically according the teacher the right to decide what is passing work (80 percent), the principal the right to decide which teachers are retained (50 percent), and either the community or the school board the right to decide when buildings are needed. There is sharp division as to who has the right to decide what should be taught, with nearly equal numbers selecting each of the four alternatives.

Although respondents tend to accord the right of decision-

Table 2.12. **ADULT RESIDENT VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Who	Decisions on: What is taught	Who is retained	What is passing work	When new school buildings are needed
Mostly teachers	24	2	80	4
Mostly principals and adm.	26	50	13	11
Mostly school board	25	37	6	40
Mostly the community	25	11	1	45
	100	100	100	100

making to the same actor regardless of which of the four decisions is under consideration, the relationship is not strong. This consideration, plus the fact that few relationships are found between these attitudes and demographic variables made it impractical to seek a measurement of any underlying dimension as to who in general should make educational decisions.

Only race proved related to these attitudes. The two statistically significant relationships are shown in Table 2.13. In both cases blacks move the loci of authority for the decisions beyond the teacher, insisting that the authority belongs to the community.

The views of respondents on these four decisions on "what is to be taught," "who is to be retained," etc., serve again in evaluating how people feel about giving high school students a role in educational decision-making. Respondents had four answer alternatives to indicate the role high school students should play: "not at all," "they should be considered," "they should be represented on committees making decisions but have no vote" and "they should be represented and have votes."

Again the public divided almost evenly over the involvement of high school students in decisions as to what they are to be taught, as shown in Table 2.14. Only minorities would have them play any role in making other educational decisions.

Although trend data is not available, the fact that age related strongly to willingness to give students a voice, strongly suggests a change in the future. A majority of those below age 26 would

Table 2.13. **RELATIONSHIPS BETWEEN RACE AND ADULT RESIDENT VIEWS OF WHO SHOULD BE RESPONSIBLE FOR DECIDING WHAT IS TO BE TAUGHT AND WHICH TEACHERS ARE TO BE RETAINED** (In Percent)

	What is to be taught?		Who is to be retained?		
Who	**Blacks**	**Whites**	**Blacks**	**Whites**	
Mostly the teacher	17	25	2	1	
Mostly the principal and administrators	27	26	42	52	
Mostly the school board	25	26	38	37	$\alpha < 01$
Mostly the community	32	23	18	10	
	101	100	100	100	

Table 2.14. **ADULT RESIDENT VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

	Decision			
Role high school students should play	**What is taught**	**Who is retained**	**What is passing work**	**Whether new buildings are needed**
Not at all	25	53	60	56
They should be considered	28	19	20	21
They should be represented but have no votes	24	17	14	15
They should be represented and have votes	23	11	6	8
	100	100	100	100

allow students at least consideration on all decisions with an average of 25 percent across the four decisions willing to give them a vote (45 percent on what is taught, 26 percent on who is retained, 9 percent on what is passing work and 19 percent on when buildings are needed). The Gammas for the relationships between age and the decisions are: –.22 for what is taught, –.23 for who is retained, –.16 for what is passing work and –.25 for whether school buildings are needed. Clearly, support for student involvement in educational decisions decreases as the age of the respondent increases.

Blacks also support a larger role for the high school students in educational decision-making. An average of 21 percent across the four decisions would give them a voice. The Gammas are moderately high and negative, indicating black support (–.17 for what is taught, –.20 for who is to be retained, –.19 for what is passing work and –.20 for whether new buildings are needed.)

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

The next set of questions deals with whom the public holds responsible for the successes or failures of a child. Respondents were asked to place the credit or blame for a child's behavior in eight situations. Does the public view the schools as a major determiner of such behavior? The answer is unmistakably no. Schools are seen as important in determining the social and antisocial behavior of children. As Table 2.15 shows, the child or his parents are held accountable by most people.

With the exception of getting in trouble with the law at age 15, the respondents hold a child responsible for his own actions once he is out of grade school. Although schools are seen as responsible by a minority of adults, even those limit the responsibility to school behavior. The three significant responses placing such responsibility on schools are to questions dealing with school situations. Properly orienting a child with his society is seen as a matter between a child and his parents.

Focusing on Table 2.16 by column one should note that the relationships are more numerous when race is considered. Apart from a child's failures in school, blacks more than whites attribute failures in child rearing to the child while crediting the parents for success. The child receives praise only for honesty. Young adults, in contrast, consistently attribute responsibility to the child whether in success or failure. Even those relationships

Table 2.15 **ADULT RESIDENT VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior of Child	Parents	Schools	Child	Community or System
Fails to earn good living after completing schooling	18	5	68	9
Trouble with law for minor offense at 15	70	1	24	5
Does well in first year of job	12	5	79	4
Damaging another person's property at 8 years old	93	0	6	1
Does poorly in school at 8 years old	58	20	14	8
Does well in high school	8	14	71	7
Does poorly in high school	17	11	65	7
Is honest	82	0	15	3

that are insufficiently strong enough to warrant inclusion in the table have negative signs.

Aside from their greater inclination to blame the community or system for a child's failures, the better educated segment of the public more frequently attributes the mischievous behavior of an eight year old to his parents. But the child's success in high school is considered as the child's achievement. The larger the city in which the respondent lives, the more inclined he is to condemn the eight year old for his behavior in damaging property while praising him for his honesty.

Those respondents with children in school also place the responsibility for both successes and failures on the child, and those new to Florida more consistently credit the child for his honesty. While this relationship holds true when we consider the age of the newcomer, it is characteristic of the young, child-rearing group.

Table 2.16. **RELATIONSHIPS BETWEEN SELECTED ADULT RESIDENT CHARACTERISTICS AND WHO THEY SEE AS RESPONSIBLE FOR A CHILD'S BEHAVIOR** (Only Gammas greater than .15 are reported. All relationships are statistically significant)

Behavior of child	Respondent Characteristics					
	Race (white)[1]	Age (older)	Education (better)	Urban (larger)	School Age Children (yes)	Length of Residence (longer)
Fails to earn a good living after completing schooling	-.18	-.15				
In trouble with law for a minor offense at 15	-.26					
Does well in first year of job	.30	-.19			.19	
Damaging another person's property at 8 years old	-.38	-.15	-.28	.20		
Does well in high school	.18		.19			
Does poorly in high school						
Is honest	-.18	-.15		.17	.15	-.20

[1]Positive end of relationship for each of the demographic variables is defined in parenthesis. While the answer alternatives to each of the responsibility questions are nominal only, because only child and parents are used as answers by better than 71 percent of the sample at minimum and generally better than 80 percent, the data is treated here as ordinal. The advantage of doing this is that Gamma is a more sensitive indicator of relationship than nominal measures. The high end of the dimension is attributing responsibility to the child.

Respondents minimize the role of schools as a socializing institution. Schools seldom receive credit for the student's successes or failures. Even when success or failure is school-related, the schools are not held accountable.

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

Some information which schools disseminate is controversial. Segments of the public raise questions about discussing such topics as the use of drugs and alcohol, birth control and political philosophies. Should the classroom be used as an open forum for students to consider these topics, or should such discussion be banned?

Within this context, respondents were asked their degree of approval for the discussion of twelve controversial subjects. In each case, as Table 2.17 demonstrates, a majority approved of the discussion of each topic. Except for the discussion of birth control methods and of evolution, more than 70 percent express approval. Even birth control, the topic which drew the strongest objection, still had the approval of a majority (58 percent).

The strongest approval is shown for discussion of harmful social habits such as the use of narcotics, alcohol and tobacco. The overall response to this set of questions exhibits a strong expression of confidence in the ability of teachers to monitor discussion of such subjects in the classroom.

As Table 2.18 shows, approval of each topic related strongly to the approval of other topics. The Gammas show that social habit topics are highly related (.81) that birth control and problems of the unwed mother or father are related (.63), that the civil rights movement in Florida and poverty and welfare problems are related (.78) and that the other political problems are all interrelated. It is most notable that the lowest correlation is .22. Furthermore, only 4 of the 66 correlations are below .30[2]. A general inclination

[2]These clusters were identified by McQuitty's Elementary factor analysis. See Appendix B.

Table 2.17. **ADULT RESIDENT VIEWS AS TO WHAT ACTION THEY WOULD TAKE IF UNHAPPY WITH WHAT OR HOW THEIR CHILD WAS TAUGHT IN SCHOOL** (In Percent)

Topics for Discussion and Debate	Strong Approval	Approval	Undecided	Dis-Approval	Strong Disapproval
The use of alcohol and tobacco among students	26	57	2	10	5
Conditions of poverty and welfare programs in the U.S.	20	67	5	7	1
The civil rights movement in Florida	20	60	8	10	2
The use and methods of birth control	13	45	8	21	13
Religious beliefs	18	52	7	19	4
The use of drugs and narcotics among students	31	54	2	8	5
The theory of evolution	11	52	15	15	7
Problems of the unwed mother or father	18	54	5	17	6
War and peace policies of the U.S.	19	69	4	6	2
Differences among communist countries	17	67	8	6	2
Any shortcomings of democracy in the U.S.	18	68	5	8	1
Differences among candidates for public office	18	64	5	11	2

Table 2.18. **RELATIONSHIPS BETWEEN ADULT RESIDENT APPROVAL OF THE CLASSROOM DISCUSSION OF CONTEMPORARY EDUCATIONAL ISSUES** (Expressed in Gammas)

Alcohol	Poverty	Civil Rights	Birth Control	Religious Beliefs	Drugs	Evolution	Unwed Parents	War & Peace	Communist Countries	Demo. in U.S.	Cand. Differences
.71											
.68	.78										
.38	.40	.41									
.22	.40	.39	.22								
.61	.63	.64	.38	.26							
.47	.52	.57	.47	.27	.47						
.52	.56	.57	.63	.38	.61	.48					
.67	.69	.70	.42	.40	.76	.61	.62				
.56	.66	.72	.33	.41	.70	.61	.58	.83			
.55	.69	.66	.32	.33	.54	.55	.43	.74	.80		
.45	.61	.56	.34	.43	.42	.43	.50	.66	.71	.74	

to approve of classroom discussions would seem to underlie these responses.

ANTICIPATED PARENTAL ACTION IF DISPLEASED WITH WHAT AND HOW CHILD IS TAUGHT

If you were unhappy with what your child was being taught in school or how he was being taught, what would you do about it? The respondents were asked this question and were also probed to indicate what additional actions they would take if their first step failed to get results. As Table 2.19 indicates, 77 percent of the respondents would first confront the teacher and then the principal. Six percent initially would try to correct the problem at home before approaching anyone in the schools. The second action typically (49 percent) would be to go higher in the hierarchy of the school system, approaching the superintendent or the school board.

The few who suggested a third action either opted for an individual solution or for taking the problem to an elected official apart from the school system. Few saw school board elections as a viable action for effecting a solution.

Very few differences among the respondents are noted on these questions. Males are six percent more likely to go to the school board or superintendent initially than to talk with teachers or principals. Apart from this action, the sexes do not respond differently. Those with children in school are seven percent more likely to talk first with the teacher or principal, seven percent more inclined then to approach the school board or superintendent, and seven percent less inclined to seek to bring in an elected official from outside the school system. In other words, the response as to first and second actions by those with children in school follows the total sample, but in a slightly exaggerated pattern.

While blacks tend to respond in much the same way as whites, they are three percent more likely to approach initially the school board or superintendent. After that, they are more inclined than whites to seek an individual solution by 14 percent on the second response and 19 percent on the third.

Table 2.19. **ADULT RESIDENT VIEWS AS TO WHAT ACTION THEY WOULD TAKE IF UNHAPPY WITH WHAT OR HOW THEIR CHILD WAS TAUGHT IN SCHOOL** (In Percent)

Type	First Action	Second Action	Third Action
See teacher and then principal	77	5	0
See superintendent or school board	8	49	3
Bring in an elected official other than school board, e.g., Congressman, state Senator.	0	4	9
Individual solution, get tutor, correct at home	6	14	16
Put child in private school	2	3	4
Petition or work through PTA	2	3	2
Lay for school board in next election	0	1	1
Go to court	0	1	2
Get help from public opinion molding institution, newspaper, television station	0	1	2
No answer, don't know, no children in school	5	19	61
	100	100	100

VIEWS ON THE "WELL-RUN" SCHOOL

In this section the respondents were asked to distinguish the characteristics of a "poorly-run" and a "well-run" school. Then

a follow-up on the previous question concerning what actions would be taken if dissatisfied was made by asking what they would do if they considered their school systems "poorly-run."

More than one in five either could not conceive of any differences among schools which would cause them to label one as "well-run" and not another, or they insisted on a "don't know" response despite probing (see Table 2.20). All of the categories listed are derived from volunteer responses as no pattern was noted between the first characteristic mentioned and the second except that few gave more than one answer. The quality of teachers assumes primary importance in distinguishing a "well-run" school, as more than a third of the respondents mentioned this characteristic along with "teachers open to students." Administrator quality follows in the order of importance to the respondents, with good discipline and good plant placing third and fourth. Nothing else received substantial mention. The public seems to accept the basic premise and organization of the schools and believes personnel quality determines system quality.

Blacks are nine percent less inclined than whites to stress teacher quality as defining a "well-run" school and eight percent less likely to see good administration as of primary importance. Instead they tend to stress plant as affecting quality much more than whites (27 percent compared to 5 percent). Educational differences between whites and blacks do not account for this relationship, as 23 percent of the less educated blacks and 50 percent of the better educated blacks focus on plant. It is possible that this relationship is a condemnation of the facilities available in predominantly black schools within the state.

Newcomers to the state give slightly greater emphasis to plant. Nine percent of those living here ten years or less choose this alternative while seven percent of those having lived in the state longer mention plant in this connection. This relationship is especially strong among those residing in Florida for two to four years. In this group, 14 percent mention good plant as defining a good school system. Older persons stress discipline more and plant less. None of those between ages 18 and 21 mentioned discipline while 26 percent of those over age 55 cited this aspect. Plant quality was stressed by 12 percent of those below age 25 as compared to four percent of those over 55.

Three questions solicit the respondent's actions if he considered his system "poorly run": 1) what he would be inclined to do about it, 2) what would be his second choice of action and 3) what he would be least likely to undertake. Although taking action is a more serious problem than being dissatisfied with how

Table 2.20. **ADULT RESIDENT VIEWS ON THE QUALITIES THAT DISTINGUISH A "WELL-RUN" SCHOOL FROM A "POORLY-RUN" SCHOOL** (In Percent)

Response	First Answer	Second Answer	Combined Answers Excluding No Answer
Qualified teachers	19	10	23
Well administered	13	6	16
Disciplined, orderly, good student supervision	14	4	15
Good plant and facilities	6	7	11
Teachers open to students and interested in their learning	8	4	10
No overcrowding	3	2	4
Individualized instruction, children advance at own rate	3	1	3
Harmonious relations among students	2	0[1]	2
Has community cooperation	2	1	2
Curriculum technically up-to-date	1	1	2
Sticks to fundamentals	1	1	1
Integrated	0[1]	0[1]	1
Tailored to vocational needs	0[1]	0	0[1]
Segregated	0[1]	0	0[1]
Other	7	3	9
No answer, don't know, no children	21	60	N.A.

[1]Some respondents did use these alternatives but their responses were lost in rounding.

or what one's child is being taught, the first answer, as Table 2.21 shows, parallels the previously noted tendency to talk first with school officials. Following this course of action, more respondents would form a group to take the problem to officials. A substantial number would try to work through friends or connections as a second strategy. A measureable number (4 percent) would do nothing initially and slightly more (5 percent) mentioned nonaction as a second possibility. Finally, 57 percent said that demonstrating was the alternative that they would be least inclined to undertake. Use of the courts was seen as an effective strategy.

The better educated differ little in what their first and second actions would be in effecting a change in a school system they considered to be "poorly run." They also see themselves as least likely to organize a protest demonstration. The less educated tend

Table 2.21. **ADULT RESIDENT VIEWS AS TO WHAT ACTIONS SHOULD BE TAKEN IF UNHAPPY WITH THE MANNER IN WHICH THE SCHOOL SYSTEM WAS BEING RUN** (In Percent) (Fixed Responses)

Response	Most Likely	Second Most Likely	Least Likely
Personally write or talk with school officials	57	19	1
Form a group to take the problem to officials	24	44	3
Work through friends and connections who know school officials	12	20	2
Threaten to not vote for elected officials unless they do something about the problem	2	6	11
Organize a protest demonstration	1	2	57
Go to court	0[1]	4	26
Probably do nothing, too busy	4	5	0
Don't know	0	0	0

[1]Some respondents used this alternative but their response was lost in rounding.

to avoid courts as an avenue of remedial action. Interestingly, the young are divided as to whether first to approach officials personally and then form a group to do so, or to reverse the order of these actions.

While blacks are seven percent less likely to form a group to take the problem to officials if personal efforts fail, they are five percent more likely to go to court. A high proportion of the better educated blacks (20 percent) are more inclined to use the courts as second course of action. As to the action least likely to be undertaken, blacks choose the courts more frequently than whites (43 percent vs. 23 percent) and blacks are 23 percent more apt to consider protest demonstrations than whites.

VIEWS ON EDUCATIONAL INNOVATIONS

Many of the preceding questions have been free response or open-ended to bring out satisfactions and dissatisfactions with respect to public education without suggesting answers. Not being directed to their responses, the respondents are likely to offer personal evaluations of concern to themselves. We now turn to fixed-response questions concerning specific educational problems or innovations. In each case the respondent indicates the degree of his approval of the programs. As we see in Table 2.22, support varies considerably, from 97 percent approval of some programs to only 16 percent approval of others. Support is exceptionally high (greater than 80 percent) for those programs that deal with the exceptional child, vocational training, and extending public school to include kindergarten. All variations from the basic format of the neighborhood school fail to get majority approval which would seem to indicate that school integration may be an unpopular decision. The receptiveness of the public to specialized instruction, especially within the context of educational parks, may well afford a strategy for integrating public schools. Although a majority does not approve of this program, a plurality does and many were undecided.

As Table 2.23 shows, approval of each of the strongly supported programs relates to approval of the others. The cluster of programs enclosed in the upper left hand corner of the table includes all which had majority approval. Another cluster is

Table 2.22. **ADULT RESIDENT APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent) (Ordered by Decreasing Support)

Program	Disapprove	Undecided	Approve
Special courses for the physically handicapped	2	1	97
A state supported program providing vocational training	3	2	95
Special courses for the socially and emotionally handicapped	4	3	93
Public kindergartens	9	2	89
Different courses for children of differing intelligences	9	8	83
A state supported program to provide complete schooling through high school for migrant workers' children	9	10	81
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	14	6	80
Extending our public schools to offer two years of college available to all	19	7	74
Combining county school systems to provide more educational services	22	17	61
Combining city schools into large centrally located ed. parks containing several schools to allow greater specialization of teaching	34	23	43
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	45	15	40
Having school run throughout the year thus making full use of buildings and completing a child's education earlier	57	9	34
Combining city schools into large centrally located ed. parks containing several schools as a solution to integrating our schools	52	19	29
Allowing minorities to run their own schools in areas where most of the students are from those groups	59	17	24
Busing students from one school to another as a solution to integrating our schools	74	10	16

Table 2.23. **INTERRELATIONSHIPS BETWEEN ADULT RESIDENT APPROVAL OF DIFFERENT TYPES OF EDUCATIONAL PROGRAMS** (In Gammas)

Phy. Hand.	Emot. Hand.	Dif. Intel.	Public College	Public Kinder.	Voc. Prog.	Migrant Child	Combined Sch. Sys.	Voc. H.S.	Ungraded Classes	Busing	Ed. Park for Spec. Ed.	Park for Integ.	Min. Cont.	Year Round Class
.94														
.63	.65													
.41	.44	.37												
.36	.41	.36	.35											
.54	.48	.25	.28	.67										
.37	.46	.41	.27	.44	.67									
.37	.31	.22	.26	.24	.30	.30								
.21	.24	.31	.17	.08	.33	.25	.09							
.06	.14	.23	.25	.12	.19	.18	.32	.10						
-.12	-.01	-.03	.11	.10	.04	.11	.09	-.01	-.01					
.22	.32	.26	.20	.26	.30	.31	.46	.13	.32	.32				
.02	.15	.13	.12	.20	.20	.18	.44	.06	.23	.50	.65			
-.32	-.17	-.14	-.15	-.12	-.11	.01	-.09	.02	.04	.27	.16	.21		
.04	.00	.07	.16	-.06	.04	.07	.10	.16	.20	.00	.05	.10	.01	

enclosed at the bottom right. These programs are particularly concerned with minority relations and their impact on the school. While combining schools into educational parks for the purpose of permitting greater educational specialization relates strongest with educational parks for the purposes of integration, attitudes on this program also reflect the support tendencies of the upper left hand cluster. Apparently, some see this program as a fundamental change in the neighborhood school concept and thus as a favorable program for minorities, while others view it as another aspect of specialized education. Approval of year-round class and ungraded classes proved unrelated to the approval of any of the other programs.

Although their approval still is short of a majority, blacks more strongly back two potential approaches to integrating schools—educational parks and busing. This exceptional support does not persist on the matter of allowing minority control of predominantly minority schools. Only 29 percent of the blacks approve of this innovation as compared to 25 percent of the whites. Blacks also tend to be more supportive of extending the range of public education to kindergarten and college but they disapprove of having different courses for persons of differing intelligence.

More females approve of busing than males. The responses also indicate less approval among better educated persons of extending public education to include two years of college. A careful analysis of the effects of community size found a substantial change in attitude only in the largest cities. These relationships are noted in Table 2.24. Urbanites, more than the total general public, disapprove of educational parks for the purpose of either specialized instruction or integration. Urbanite disapproval is even greater for busing as a means of integration. Finally, persons with a lower yearly income tend to be more supportive of educational parks for the purpose of specialized instruction and of busing.

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Three educational issues that have been controversial in the last few years are the responsibility of schools to help overcome racial prejudice and poverty, the proper role of students in school and social policy-making, and the unionization of teachers. Atten-

Table 2.24. **RELATIONSHIPS BETWEEN THE APPROVAL OF VARIOUS INNOVATIVE PROGRAMS AND ADULT RESIDENT CHARACTERISTICS** (In Gammas)[1]

Program	Race	Sex	Education	Size of City	Income
Busing	-.58	.16	N.S.[2]	-.07	-.21
Educational Parks for Integration	-.40	N.S.	N.S.	-.07	N.S.
Educational Parks for Specialization	-.15	N.S.	N.S.	-.14	-.18
Public Kindergarten	-.16	N.S.	N.S.	N.S.	N.S.
Combining County Schools	-.19	N.S.	N.S.	N.S.	N.S.
Public College	-.21	.15	-.14	N.S.	N.S.
Different Courses for Differing Intelligences	.22	N.S.	N.S.	N.S.	N.S.

[1]All Gamma values reported in table are significant at the 0.05 level or less.
[2]N.S.: not significant

tion is now focused on the public's attitude on these matters. There is still consensus in America that education is invaluable to success (see response to the second question in Table 2.25). And, as the response to the first statement brings out, it is not merely adequate education but equal education that gains strongest support.

This same insistence is shown also in responses to questions pertaining to minority groups. Floridians are almost totally agreed that minorities should have the same opportunities as all others, that government should guarantee that minorities have such opportunities, that children should respect minorities and that the educational system should assure children of minority races equal education even though the cost is more. There is less agreement that minorities can make use of these opportunities or that minority history should be taught. These findings support the conclusion in the preceding section that Americans are committed to education as they have known it and support extending it to everyone *if* it is not disruptive of the education of those already receiving it.

Table 2.25. **ADULT RESIDENT ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Issues	Agree	Undecided	Disagree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers	28	6	67
If you want to get ahead, the best way is to get all the education you can	95	2	4
Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans	96	1	3
Given equal opportunities and education, such minorities will do just as well as other Americans	75	10	15
Both state and national government should see to it that these minorities have equal education and opportunities	94	3	3
Our schools should teach all students to respect all people regardless of race, creed, or color	95	2	3
Time should be spent on studying the history of Negroes and other minorities	60	14	27
More money should be spent on better buildings and teachers and on special catch up classes to be sure that poor children get as good schooling as others	85	6	10
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses	42	12	46
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures	41	12	47
Teachers in your community should be allowed to join unions if they want to	58	16	26

Apparently, Floridians are more sympathetic toward student displeasure with the system than has been suggested by the mass media, politicians, or those who are vocal on the matter. Certainly the level of militancy which better than forty percent of the public are willing to accept is low-anger and peaceful campus demonstration; however, this percentage nearly equals those opposed.

Finally, more than two-thirds of those having an opinion would be willing to have teachers join unions. Among blacks, 74 percent agree that teachers should be allowed to do so. No other relationships are notable on this question.

Once again race looms as most important in determining how people feel about educational matters. Some of the relationships between race and attitudes shown in Table 2.26 are the strongest noted in the entire study. Blacks show heavy support for the statements that minorities should have equal opportunities

Table 2.26. **RELATIONSHIPS BETWEEN ATTITUDES TOWARD MINORITIES AND ADULT RESIDENT CHARACTERISTICS** (In Gammas)[1]

Attitude	Race	Education	Income	Age	Size of City
No concern if adequate	–.15	–.24	–.17	.16	–.10
Minorities should have opportunity	–.41	N.S.[2]	N.S.	N.S.	N.S.
Minorities do as well if given opportunity	–.50	N.S.	N.S.	N.S.	N.S.
Government should see to opportunities for minorities	–.42	.16	N.S.	N.S.	N.S.
School should teach respect for all people	–.40	N.S.	N.S.	N.S.	N.S.
Students should get black history	–.56	N.S.	N.S.	N.S.	N.S.
Education effort should be made to give poor a good education	–.48	N.S.	N.S.	N.S.	N.S.

[1]All Gamma values reported in table are significant at the 0.05 level or less.
[2]N.S.: not significant

and should receive government enforcement of such opportunities. They also support offering courses on the history of minorities in the classroom and spending more money to assure equal education for the poor. However, 16 percent of the black respondents are undecided or disapprove of having all students study the history of Negroes and other minorities. It should also be noted that blacks differ from whites only in the intensity of their answers on statements that minorities should have equal opportunities, that government should see to it that such opportunities are available and that respect for all peoples should be taught in the schools. On these statements blacks agree twice as often as whites.

One statement was submitted to respondents to measure the acceptance of education as contrasted to insistence on equal education for all. This statement was: "If schools in poorer areas do an adequate job we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers." While overall agreement with this statement was only 27 percent, higher acceptance was found among blacks (35 percent), the less educated (around 40 percent), those with lower incomes (high 30 percent), the old (40 percent) and especially those in rural areas (40 percent plus). Clearly, the acceptance of this attitude would allow educational decision-makers greater latitude while conintuing to hold them responsible for the quality of schools.

Finally, turning to the statements on student displeasure and demonstrations, majorities of blacks, of persons below 36 years

Table 2.27. **RELATIONSHIPS BETWEEN ATTITUDES TOWARD STUDENT MILITANCY AND ADULT RESIDENT CHARACTERISTICS** (In Gammas)[1]

Attitude	Age	Race	Child in School	Size of City	Sex
There are just reasons for peaceful demonstrations	-.25	-.28	N.S.[2]	N.S.	-.13
Student anger at society's failures is right	-.22	-.37	.09	-.10	N.S.

[1]All Gamma values reported in table are significant at the 0.05 level or less.
[2]N.S.: not significant

of age and of those living in communities smaller than 2,500 population agree that students have a right to be angered over society's inadequacies and in some cases, as shown in Table 2.27, agree that peaceful campus demonstrations are justified. Although majority support is not achieved in either case, males do indicate greater acceptance of peaceful demonstrations and parents with children in school tend to be more lenient toward students who are angered by society's failures.

VIEWS ON THE TEACHING OF VALUES

The final question assesed in this survey is that of whether people feel schools have any responsibility to teach values and if so, which values should be stressed. Fortunately, at the time that the questionnaire was drafted, Milton Rokeach of Michigan State University had just reported on a new value survey instrument designed to assess people's ordering of values on two scales of 18 values each (Appendix A). The first set of terminal values included goals to which one directs himself but never completely achieves, such as true friendship, equality, freedom, happiness, etc. The second set of values, instrumental values, includes characteristics of one's behavior as he strives for the terminal values. Included in this set are: honest, ambitious, logical, polite and helpful. Rokeach had carefully evaluated the instrument and found it reliable, but more importantly, it met our needs and provided national rankings useful in norming the Florida data.

Respondents were first asked to give their personal terminal and instrumental values. Then, using an identical survey, they were asked to give the terminal and instrumental values they thought should be taught in school. Pretesting had indicated this total process would take approximately 30 minutes. It was expected that a few respondents would hesitate to commit that much time to the task and our interviewers were told not to press for complete responses. Respondents were also allowed to delete values which they felt were not associated with school activities. Very few found any such difficulties, as more than 80 percent of the sample completed both the personal and educational orderings.

Floridians share their value orderings with the rest of the nation as evidenced by the .96 and .88 correlations respectively

for the terminal and instrumental sets in Table 2.28. They are also strongly inclined to prefer schools teaching the terminal values which they personally cherish as the .86 correlation between personal and educational values indicates. Schools are expected to give greater emphasis to stressing accomplishment and equality and to give less emphasis to desiring family security, happiness and salvation than the respondent personally does. The top five values which respondents would have the schools teach are: sense of accomplishment, self-respect, a world at peace, wisdom and freedom. These are five of the top six personally valued terminal values. Because educational terminal values so parallel personal terminal values, no thorough analysis is reported here as variations reflect differences in personal rather than educational perspectives.

More distinction is made between personal and educational instrumental values. In contrast to personal instrumental values, schools are to stress being intellectual, obedient, independent and self-controlled. Less emphasis should be placed on being forgiving, cheerful, helpful and courageous. The mandate of the schools is to teach honesty, ambition, responsibility, self-control and capability as the top five in that order. With the exception of capability, these are all adjustment to society values rather than educational values. Logical comes in a poor fourteenth, imaginative sixteenth, and intellectual only seventh.

People vary in the values they would have schools teach (Table 2.29). The values which most discriminate among people, showing up in the table most frequently are: cheerful, clean, responsible, imaginative, logical and self-controlled. These differences almost exclusively reflect social status differences in perspective. Responsibility, self-controlled, imaginative and logical receive increased emphasis from those of higher socioeconomic status such as the better educated, those with higher income, and whites. Those with children in school, the young, and males frequently augment the higher status in stressing these values. Similarly, clean and cheerful tend to be more valued by those in lower socioeconomic status including older persons and blacks. Those in towns of less than 10,000 population and cities of more than 100,000 also give higher rank to these values.

In short, persons of high social status would give greater stress to educational values such as logical and imaginative, while also stressing the social control values of self-control and responsibility. Persons of lesser social status would depend on the school to emphasize cleanliness and cheerfulness to their children.

Some other values show up in the table. Blacks and females

Table 2.28. **ADULT RESIDENT RANKING OF TERMINAL AND INSTRUMENTAL VALUES BOTH IN THE PERSONAL SENSE AND AS THEY SHOULD BE TAUGHT IN SCHOOLS**

	Terminal Values				Instrumental Values		
	Personal	Educational	National		Personal	Educational	National
A world at peace	1	3	1	Honest	1	1	1
Family security	2	7	2	Responsible	2	3	3
Freedom	3	5	3	Ambitious	3	2	2
Self-respect	4	2	4	Capable	4	5	11
Wisdom	5	4	6	Broadminded	5	6	5
Sense of accomplishment	6	1	9	Courageous	6	9	6
Happiness	7	11	5	Self-Controlled	7	4	9
Equality	8	6	7	Forgiving	8	15	4
Salvation	9	12	8	Helpful	9	13	7
Inner harmony	10	8	13	Clean	10	10	8
True friendship	11	9	11	Independent	11	8	13
National security	12	10	12	Polite	12	12	14
Comfortable life	13	15	10	Cheerful	13	17	12
Mature love	14	16	14	Loving	14	18	9
World of beauty	15	13	15	Intellectual	15	7	15
Social recognition	16	14	16	Logical	16	14	17
Pleasure	17	18	17	Obedient	17	11	16
Exciting life	18	17	18	Imaginative	18	16	18
Rank Order Correlations							
Personal	—	.86	.96		—	.73	.88
Educational	.86	—	.76		.73	—	.55
National	.96	.76	—		.88	.55	—

Table 2.29. **VIEWS AS TO WHAT INSTRUMENTAL VALUES SHOULD BE TAUGHT IN SCHOOLS AND ADULT RESIDENT CHARACTERISTICS** (Median Placement of Value on a 1-18 Continuum)

Values Ranked Different by Blacks	Black	White	$\alpha <$
Clean	7.4	10.1	.01
Forgiving	9.3	12.0	.01
Cheerful	12.3	14.2	.01
Courageous	7.8	9.3	.05
Polite	9.5	10.2	.05
Loving	13.0	14.8	.05
Logical	15.2	11.3	.01
Imaginative	15.1	13.2	.01
Broadminded	10.3	8.6	.05
Self-Controlled	9.5	8.0	.05

Values Ranked Different by Males	Male	Female	$\alpha <$
Capable	7.2	9.3	.01
Logical	10.3	12.3	.01
Responsible	5.5	6.2	.01
Imaginative	12.9	14.4	.05
Self-Controlled	7.9	8.4	.05
Forgiving	12.9	11.1	.01
Helpful	11.2	9.8	.01
Obedient	11.0	8.7	.01
Cheerful	14.5	13.6	.05

Values Ranked Different by Newer Residents (10 years or less)	New	Old	$\alpha <$
Responsible	5.6	6.1	.01
Cheerful	14.0	13.5	.01
Forgiving	12.2	11.4	.05

Values Ranked Different by Age	Less than 45	46-65	Over 65	$\alpha <$
Clean	10.5	9.3	7.7	.05
Imaginative	13.0	14.7	13.2	.05

Table 2.29. **CONTINUED**

Values Ranked Different by Those with children in school	No Children in School	Child in School	$\alpha <$
Cheerful	13.8	14.1	.05

Values Ranked Different by Education	Less Ed.	Better Ed.	$\alpha <$
Imaginative	14.6	12.7	.01
Intellectual	10.5	6.9	.01
Logical	13.0	9.0	.01
Responsible	6.2	5.4	.01
Self-Controlled	8.5	7.2	.01
Clean	8.5	12.0	.01
Helpful	9.8	11.1	.01
Obedient	9.0	11.0	.01
Polite	9.3	11.2	.01
Cheerful	13.6	14.7	.05

Values Ranked Different by Size of City	Less than 10,000	10,000 to 100,000	Over 100,000	$\alpha <$
Imaginative	14.0	12.9	14.3	.05
Polite	10.6	10.5	9.2	.01
Cheerful	13.9	14.5	13.3	.05
Clean	9.2	10.6	8.7	.05

Values Ranked Different by Income	Under $3000	$3000-6000	$6000-9000	Over $9000	$\alpha <$
Logical	13.3	12.8	10.5	10.9	.01
Responsible	7.3	6.4	5.9	5.1	.01
Self-Controlled	8.6	8.6	8.4	7.6	.01
Independent	10.3	8.7	7.8	8.9	.01
Cheerful	12.4	14.2	13.6	14.6	.01
Clean	7.5	8.8	9.5	11.9	.01

would give emphasis to human warmth values such as being forgiving, helpful or loving. The two instances in which obedience discriminates find those stressing obedience giving less emphasis to responsibility and self-control.

SUMMARY AND CONCLUSIONS

Consistent with findings in other areas of public opinion, adult Floridians evidence no thorough and integrated systems of

opinions as to the directions public education should take. Although no effort was made to assess their level of information as to what the schools were doing, their low participation would suggest little access to such information. This suggestion is reinforced by numerous respondents who stated that they knew little or nothing about schools.

Comparing the free response and fixed response questions gives a dimension to the opinions and helps in understanding them. The free response questions show only the most peripheral response, drawing heavily on personal experiences. The type of response in these questions focuses most frequently on general courses such as fundamentals or mathematics. They also stress child control and adjustment, but in the most general terms, such as discipline. There is emphasis on quality teachers and administrators, or on other such general responses which do suggest support for future directions in education, although only in vague outlines.

The relatively specific program support questions draw wide approval with the exception of making such alterations in the basic format of public education as ungraded classes, or integration measures which affect the neighborhood school concept. While having few specific innovations in mind, the public generally supports those innovations which are being proposed by experienced and professional educators in whom they have trust. The overall response seems to indicate a willingness to leave decisions on school matters to educational specialists and not to demand that they reflect prevailing public opinion as long as they do a good job in their specialties.

On matters of what is being taught, which teachers are retained, what constitutes passing work and even whether new school buildings are needed, most respondents would have educators rather than the public make the decisions. Most of the respondents vote, discuss school quality and read about it, but few attend school board meetings. If dissatisfied with how or what their children are taught, most would talk to teachers or the principal, then to the school board or superintendent, and finally they would seek an individual solution. Such recourses as taking the problem to the courts or utilizing elections to purge unresponsive officials receive only infrequent mention. The same pattern is noted when the respondents are asked about their actions if their school systems were "poorly-run." Talking with educators is the response most frequently suggested by those dissatisfied with the educational system.

These reactions put the burden of school quality squarely

on the shoulders of the educators. The public supports those innovations suggested by educators as solutions to the present and future needs of public education in Florida.

But conceding this reliance on the educational specialist, we have already noted that there is at least an outline as to what the public would support:

1. The public feels the schools need to help children adjust to what society demands.

This attitude shows up in statements that discipline and contact with others are the most valuable aspects of public school for today's students. It appears in the instrumental values as they should be stressed in school, with responsibility ranked third, self-control fourth and obedience eleventh. These values also provide insight into the different meaning of this adjustment. The less educated give more emphasis to obedience while the better educated stress responsibility and self-control.

2. The public feels technical competence will prove invaluable to today's youth.

This attitude is reflected by the emphasis the better educated place on the physical sciences as being invaluable for today's students and by the stress the less educated place on mathematics. Physical education, the humanities and foreign languages are seen as least valuable.

3. The public sees no need to ban any courses from our schools.

A minority of 24 percent would ban sex education. Few would ban religion, at least as a subject for study.

4. The public does not hold the schools accountable for a child's behavior.

In no instance, including a child's performance in school, are schools seen as responsible for youth behavior, whether good or bad.

5. No topic of those listed is seen as being too controversial for classroom discussion by a teacher giving both sides of the argument.

Discussion of birth control has the least support of any controversial subject to be discussed, with only 58 percent approving.

6. The public sees schools needing qualified and interested teachers as the key to quality education.

Thirty-four percent give this response in distinguishing between "well-run" and "poorly-run" school systems.

7. The perpetuation and extension of the conventional American school system is strongly supported.

Extending school to include kindergarten, the first two years

of college, a migrant workers' children program, the strengthening of vocational education and special classes for the socially, emotionally and physically handicapped receive substantial support. Integration solutions which would alter the neighborhood school concept, year-round class, ungraded classes and minority control of predominantly minority schools are disapproved.

8. No need is seen to suppress student activism at least within the limits of their being angered at society's failures and peacefully protesting on campus.

In general, respondents have no serious criticisms of existing educational programs but would strengthen them.

CHAPTER III

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF STUDENTS

(abstract)

In January and February, 1970, 1497 ninth and twelfth grade students were randomly selected from 49 schools within the State of Florida. After obtaining the approval of the county superintendents and school principals, the students were surveyed by professional interviewers at the school, and the questionnaires were collected upon their completion. Of the 1497 questionnaires administered, 1457 could be used for the purpose of analysis by the Survey Data Center. As evidenced in this report, the overall impression of the students toward public education "is one of satisfaction with the performance of public schools with little or no consistent criticism of any specific aspect. With the exception of some minor support for administrative reorganization of schools, . . . , students generally seem committed to the basic format of education as they and their parents have known it." Although the students perceive the schools as doing a good job, it should be noted, however, that they do indicate a desire to be heard with regard to certain administrative decisions.

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In January and February of 1970, 1,500 students in 49 schools selected randomly from throughout the State of Florida completed a questionnaire comparable to those administered to

other educationally relevant groups throughout the state. In each case permission was acquired from the superintendent to survey the particular school or schools located in his district. The principals of the schools were then asked to do a systematic sample of their ninth and/or twelfth grade students and have these students assembled and ready to complete their questionnaires at the time the interviewer arrived. The procedure worked smoothly and all schools were most cooperative. One very small school had no ninth or twelfth grade students at the time and was excluded from the sample. Therefore, excluding these three students from the total of 1,500 who were approached, there was the possibility of acquiring 1,497 questionnaires. A total of 1,457 usable questionnaires, or better than 97 percent of the potential, was actually received.

The sample was predominantly white (87 percent) and of relatively long residence in Florida (65 percent). Most of their prior education was completed within the state, as 64 percent of the students had received all of their education here. The majority of the students characterized their high school program as "general" (54 percent) or "college preparatory" (36 percent) while nine percent described their programs as "vocational" or "technical." The ages of the students were predominantly 15 and 18 years (40 percent 15 year olds and 37 percent 18 year olds). Two 13 year olds and two 20 year olds were also included in the sample.

The size of the city in which the students resided varied substantially. Eleven percent lived in farm or rural communities and 13 percent in cities of more than 250,000 population. More than 69 percent of the students had grade point averages above a "C", breaking down as follows: 5 percent "A" averages, 13 percent "A-" or "B+", 23 percent "B", and 28 percent "B-" or "C+". Only 9 percent had averages of less than "C". The educational background of the students and their parents varied substantially. Fifty-six percent of the fathers had a twelfth-grade education or less, while the mothers' education was somewhat less than that of the fathers.

The importance of the size of the community in which the student lived, his sex, race, what class he was in, his grade average and his father's education were considered in the following analysis. Three of these variables proved to be related: race, father's education, and student's grade point average. Forty-four percent of the white students had grade averages of "B" or greater versus 21 percent of the blacks and fathers of 46 percent of the white students had completed high school versus 29 percent of

the blacks. Fifty-one percent of those whose fathers had received more than a high school education had a "B" or higher averages, compared with 36 percent of those whose fathers received a high school education or less. Thus, these three variables are interrelated, with black students tending to have averages of less than "B" and fathers who completed less than a high school education.

On each of the following questions all six characteristics of students (size of town in which students lived, race, sex, class, grade average, and father's education) were considered for their importance in determining the attitude or perspective of the student. Thirty-six relationships were noted, of which a majority (20) dealt with the distinctions between black and white students. Eight relationships were found to be useful in distinguishing between ninth and twelfth grade students, five on grade average, and one on sex.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Students were asked to characterize the performance of various local agencies and schools as poor, fair, good, or very good. Most students choose either the good or fair category to characterize the behavior of local police, schools, teachers, courts, and state schools (Table 3.1). Local courts receive the poorest rating, followed closely by police. Most students, however, characterize the performance of their teachers as good. White students are

Table 3.1. **STUDENT SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good
Local Police	13	31	40	16
Local Schools	9	30	46	15
Local Teachers	4	31	49	16
State Schools	10	42	44	4
Local Courts	16	38	41	5

more critical of their teachers than blacks, as 34 percent of the black students characterize the local teacher performance as very good versus 14 percent of the white students.

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

Students were asked which aspects of education they believed to be most valuable and least valuable to them both inside and outside the classroom. There is little consensus within either category, with no response receiving majority support (Table 3.2).

Ninth graders are more impressed with the importance of mathematics, 36 percent mentioning math in the context of a specific course valuable for vocational use compared with 13 percent of the twelfth graders. Similarly, the twelfth graders seem more impressed with the importance of learning to get along with others (24 percent versus 15 percent). Males, also, tend to be more impressed with the importance of mathematics (35 percent versus 19 percent for females). Blacks again evidence more confidence in their schools, as 40 percent versus 16 percent of the whites cite no aspect as being least valuable in contemporary education. Sixty-seven percent of the whites versus 38 percent of the blacks mention specific courses as being least valuable. No agreement was discovered as to what course is least valuable.

In follow-up questions students were asked specifically if any course not being taught at the present time should be taught, or if they felt any course clearly should not be taught in school. Table 3.3 gives the tabulation of answers on what courses should be taught. Notably, 51 percent feel there are no such courses. Health, sex, and family planning are the only types of courses that receive any substantial mention.

Although not shown in any of the tables, it is also interesting to note that a substantial percent of the students (86 percent) feel no course should be banned from public instruction. The few students who do believe a specific course should be banned hold this opinion because they feel the course is not necessary.

Table 3.2. **STUDENT VIEWS AS TO THE MOST AND LEAST VALUABLE ASPECTS OF PUBLIC EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Most Valuable	Percent	Least Valuable	Percent
Discipline	5	Nothing, all education is valuable	18
Contact with others	3	Not encouraged to think for self	4
Getting along with others	19	Not relevant, not like real life	4
Learning to communicate	5	New freedom, militancy, protesting, questioning authority	0
Learning to think, to learn	5	Pressure to socialize extra-curricular activities	1
Involvement in world	5	Facts of life, sex	0
Learning a skill, trade, vocation	3	Narcotics and drugs	0
Specific subject of general or avocational use	30	Specific subject mentioned	64
Specific subject of vocational use	25	Other	9
	100		100
N = 1308		N = 1173	

Subjects Mentioned	Percent	Subjects Mentioned	Percent
The fundamentals, 3 R's, grammar	22	Arts and humanities, culture	8
Home economics	8	Physical education	18
Business courses, typing, accounting	8	History and geography	13
History and geography	4	Foreign languages	9
The arts and humanities, culture	5	Biology	2
Civics, citizenship, current affairs	10	Other physical sciences	12
Physical sciences	12	Social studies, civics, current affairs	6
Mathematics	20	Mathematics	13
Others	11	Others	19
N = 1181	100	N = 1015	100

Table 3.3. **STUDENT VIEWS AS TO WHAT SUBJECTS NOT NOW BEING TAUGHT SHOULD BE TAUGHT AND WHY** (In Percent)

Subject	Percent
None	51
Vocational subjects requiring less than college preparation	8
Basics	1
Health, sex, and family planning	13
Narcotics, alcohol, and other dangerous solutions to individual tensions	0
Foreign languages	4
Logic, philosophy, and religion	2
Human relations, understanding others including foreigners and Negroes	4
Other subjects	13
No answer	4
N = 1457	100

Why	Percent
Other agencies are not teaching	27
Needed by individual to adjust	21
Needed to defend oneself in a complex and threatening world	3
Needed by society, will make society better	11
Needed vocationally, there is a demand for such training	3
Just should be taught	15
Needed for more advanced education	9
Society demands and expects it	1
Other reasons	11
N = 762	101

VIEWS ON EDUCATIONAL DECISION-MAKING

Students were questioned on what were felt to be the four basic educational decisions: what is to be taught, what teachers are to be retained, what is passing work, and when new buildings are necessary. Students were asked who they thought had the right to make these decisions. As Table 3.4 indicates, students

feel different factors are responsible for each of these decisions. Most believe the principals and administrators should make decisions as to who should be retained, the teachers should decide what constitutes passing work, and the community itself is responsible for decisions as to the need for new buildings. Although there is more division on who is responsible for what is taught, most feel that this is the community's decision also. None of the distinctions among students proved related to these attitudes.

Table 3.4. **STUDENT VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision	Mostly the Teachers	Mostly the Principals and Admin.	Mostly the School Board	Mostly the Community
Who should have the most say as to what is taught?	19	15	25	41
Who should make decisions as to which teachers will be retained?	3	53	34	10
Who should make decisions as to what is passing work for a student?	84	7	7	2
Who should make decisions as to whether new school buildings are needed?	3	13	28	56

The category of students is purposely omitted as one of the choices in Table 3.4. Because the question of student involvement in educational decision-making is a serious issue facing the schools, a single question is provided to measure student attitudes on the degree to which they should be involved in educational decisions. The results are presented in Table 3.5. Obviously, the students feel they should at least be considered in the decision making process, especially on the questions of what is taught and when new school buildings are needed. In those two cases, 47 percent and 39 percent respectively feel that they not only should be heard

but that they should have a vote. No differences are noted among the various distinctions which were controlled for in the analysis.

Table 3.5. **STUDENT VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision	Not At All	Should be Consulted	Represented on Committees but No Votes	Represented on Committees with Votes
What is taught?	6	26	21	47
Which teachers will be retained?	26	28	24	22
What is passing work for a student?	23	39	21	17
Whether new school buildings are needed?	16	21	24	39

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

The students were asked who they thought were responsible for various social and anti-social behaviors characteristic of youth. Table 3.6 shows the responses to these questions. With the exception of a child finding himself in trouble with the law for a minor offense at age 15, and for doing poorly in school at age 8, students seem relatively agreed as to who is responsible. They hold the child responsible in all cases, with the exception of his damaging another person's property at age 8 or his being honest. In these cases the parents are held responsible. Most students (41 percent) hold schools responsible for a child's doing poorly in school at age 8 and hold parents responsible for a child being in trouble with the law for a minor offense at age 15.

Table 3.6. **STUDENT VIEWS ON WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	Schools	Child	Community or System
Fails to earn a good living after completing schooling	5	4	81	10
Trouble with the law for a minor offense at 15	56	1	38	6
Does well in first year of job	9	12	76	4
Damaging another person's property at 8 years old	87	1	10	2
Does poorly in school at 8 years old	30	41	22	8
Does well in high school	5	16	74	5
Does poorly in high school	6	11	77	6
Is honest	75	1	21	3

Only two relationships are noted among students on these questions concerning responsibility. Both in the case of who is to be credited for a child doing well in his first job and his success in high school, males give more credit to parents and schools or teachers than to the child himself. In the case of doing well in the first job, 58 percent of the black students versus 78 percent of the white students would praise the child. In the case of the child succeeding in high school, only 60 percent of the blacks would praise the child versus 75 percent of the whites.

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

Students were asked their degree of approval of the discussion in a classroom directed by an unbiased teacher of twelve

different controversial subjects. As Table 3.7 indicates, the overall characteristic in all cases is one of approval. However, the degree of approval is considerably less than that found in adult samples in the previous chapter. Only in the case of the discussion of problems of the unwed mother or father do less than a majority approve.

Table 3.7. **STUDENT APPROVAL OF CLASSROOM DISCUSSIONS OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

	Attitude				
Topic	Strong Disapproval	Disapproval	Undecided	Approval	Strong Approval
The use of alcohol and tobacco among students	17	16	9	34	24
Conditions of poverty and welfare programs in the U.S.	9	12	16	37	26
The civil rights movement in Florida	6	10	27	35	22
Use and methods of birth control	10	15	20	33	22
Religious beliefs	8	15	17	38	22
The use of drugs and narcotics among students	31	7	7	20	35
The theory of evolution	9	8	33	35	15
Problems of the unwed mother or father	12	21	23	25	19
War and peace policies of the U.S.	8	9	15	38	30
Differences among communist countries	9	12	25	34	20
Any shortcomings of democracy in the U.S.	7	11	33	29	20
Differences among candidates for public office	4	10	26	41	19

Thirty-eight percent, however, disapprove of the discussion of the uses of drugs and narcotics among students. Thirty-three percent of the students are undecided both in the case of the theory of evolution and of any shortcomings of democracy in the United States.

Many relationships are noted among students on this particular set of attitudes. Fifty-six percent of the black students disapprove of the discussion of the use of alcohol and tobacco among high school students, while only 30 percent of the white students disapprove. In contrast, blacks are more supportive of discussing the civil rights movement in Florida (69 percent versus 56 percent of the white students). In a relationship that will be noted on several other attitudes, ninth graders choose the undecided category more so than do twelfth graders. On the question of the civil rights movement, 36 percent of the ninth graders are undecided while only 17 percent of the twelfth graders share their indecision. The same relationship is noted on uses and methods of birth control, as 24 percent of the ninth graders are undecided versus 15 percent of the twelfth graders. Blacks are less supportive of the discussion of drugs and narcotics among students (55 percent versus 36 percent). Grade point also proves related to the attitudes on the discussion of drugs and narcotics among students.

Seventy percent of those with "B" or above grade points approve such discussion versus 47 percent of those with "B-" or less. While ninth graders, in general, prove more undecided on the question of discussing evolution (41 percent versus 24 percent), those with higher grade points are more supportive (58 percent versus 44 percent) of this line of discussion. On the question of discussing any shortcomings of democracy in the United States, ninth graders again occupy the undecided category (44 percent versus 22 percent) and once more, those with higher grade points demonstrate greater approval (62 percent versus 38 percent). The relationship concerning grade point average is continued in the case of discussing the differences among various political candidates, as 71 percent of those with higher grades approve versus 52 percent of those with lower grade point averages.

VIEWS ON A "WELL-RUN" SCHOOL

Students were asked to differentiate what factors cause one school to be "well-run" while another is "poorly-run." The largest number of students, 22 percent, suggest that allowing students

a voice causes the difference. A substantial number, however, mention student-teacher rapport and qualified teachers as being important. Black students are somewhat more inclined to see student-teacher rapport as important (21 percent versus 16 percent white students) as well as to consider the importance of good facilities (26 percent versus 11 percent). They are less inclined to mention student participation in decision-making as important (13 percent versus 24 percent).

VIEWS ON EDUCATIONAL INNOVATIONS

Attention is now turned to specific educational innovations on which students are asked to indicate their degree of approval.

Table 3.8. **STUDENT APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Disapproval	Undecided	Approval	Program	Disapproval	Undecided	Approval
Public kindergartens	7	11	82	Extending our public schools to offer two years of college available to all	16	20	64
Providing special courses for the physically handicapped	2	6	92	Combining county school systems to provide more educational services	21	32	47
A state supported program providing vocational or job training	3	6	91	Having school run throughout the year thus making full use of buildings and completing a child's education earlier	71	13	16
Providing different courses for children of differing intelligences	11	15	74	Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	28	32	40
Providing special courses for the socially and emotionally handicapped	6	12	82	Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools	52	28	20
A state supported program to provide complete schooling through high school for migrant workers' children	5	22	73	Allowing minorities to run their own schools in areas where most of the students are from those groups	41	29	30
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	11	23	66	Busing students from one school to another as a solution to integration in our schools	71	14	15
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	55	19	26				

Like the responses from other samples, the students seem to support the extension of contemporary education to those who, for one reason or another, are excluded, such as those who are emotionally, physically or socially handicapped, to children of migrant workers and kindergarteners (See Table 3.8.).They show a willingness to consider combining district schools to provide additional educational services and combining city schools into large educational parks to allow greater specialization in teaching. They disapprove of ungraded classes, year-round schools, city educational parks to achieve integration, allowing minority groups to operate their own schools, and busing. Notably, student objection to busing is no greater than their objection to year-round schools.

Blacks more strongly approve of educational parks, both for specialization and integration, as well as busing students to achieve integration. In the case of educational parks for specialization, 56 percent of the black students approve versus 37 percent of the white students. Concerning educational parks for integration, the approval ratio is 45 percent for black students versus 16 percent for white students. On busing it is 53 percent versus 10 percent. Students with "B" averages or above also tend to disapprove of busing (82 percent versus 62 percent). Finally, ninth grade students are more apt to be undecided on allowing high schools to give job training courses than the twelfth graders, 34 percent to 11 percent.

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Table 3.9 shows student responses to a variety of statements concerning contemporary educational issues. With only two exceptions, a majority agree with the statements. The two exceptions are: "Time should be spent in studying the history of Negroes and other minorities," and "If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers." Eighty-four percent and 83 percent, respectively, feel that minorities should have the same opportunities as other Americans and that the government should see that they get them. This degree of support drops to 69 percent on the statement that minorities would do just as well as others if they have the same opportunities. Eighty-two percent agree that the schools should teach all students respect for all persons regardless of race, color or creed. Eighty-three percent approve of spending money to acquire equipment and teachers to allow catch-up classes for poor children. The two

questions concerning student unrest find 66 percent of the students agreeing that there are just reasons for peaceful college

Table 3.9. **STUDENT ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Disagree	Undecided	Agree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers.	66	12	22
Minorities, such as Negroes and Spanish speaking Americans, should have all the same opportunities as other Americans.	8	8	84
Given equal opportunities and education, such minorities will do just as well as other Americans.	15	16	69
Both state and national government should see to it that these minorities have equal education and opportunities.	8	9	83
If you want to get ahead, the best way is to get all the education you can.	6	6	88
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses.	15	19	66
Our schools should teach all students to respect all people regardless of race, creed, or color	10	8	82
Teachers in your community should be allowed to join unions if they want to.	14	35	51
Time should be spent on studying the history of Negroes and other minorities.	37	26	37
More money should be spent on better buildings and teachers and on special catch-up classes to be sure that poor children get as good schooling as others.	6	11	83
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures.	28	27	45

demonstrations. Only 45 percent, however, agree that students have a right to be angered at their country's failures.

All of the relationships noted among students on these attitudes center around race. Ninety-five percent of the black students feel minorities should have the same opportunities as the majority of society versus 83 percent of the white students. Most blacks (95 percent) agree the government should see that these opportunities are provided, while only 82 percent of the whites approve the statement. Blacks strongly believe minorities, given equal opportunities, would do as well as others (92 percent) but only 65 percent of the whites share the same opinion. Ninety-five percent of the black students feel that schools should teach students to respect all persons versus 80 percent of the white students. Eighty-three percent of the blacks versus 30 percent of the whites feel that time should be spent studying the history of Negroes and other minorities. Finally, 92 percent of the blacks versus 82 percent of the whites feel that more money should be spent to provide "catch-up" courses for the poor.

VIEWS ON THE TEACHING OF VALUES

In the final part of the questionnaire, students were asked to rank two sets of 18 values each in terms of the degree to which they personally valued them. These value assessments, developed by Milton Rokeach of Michigan State University, are explained in detail on page 42 in the previous chapter. Table 3.10 shows the median achieved by each of the values among the students.

The top five terminal values among students in decreasing order are: a world at peace, freedom, equality, wisdom, and happiness. The bottom five include: a comfortable life, world of beauty, an exciting life, pleasure, and social recognition. Students, in comparison with adults (see Chapter 2), give greater stress to equality and happiness and less to family security and self-respect. Overall, however, the two rankings are relatively similar with a Spearman r correlation of .86.

Turning to the instrumental values, students place greatest emphasis on being honest, responsible, loving, forgiving and ambitious. They value least being capable, intellectual, obedient, logical, and imaginative. There are some substantial differences

Table 3.10. **STUDENT RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
World at peace	2.7	Honest	3.4
Freedom	3.4	Responsible	6.9
Equality	6.7	Loving	7.4
Wisdom	7.4	Forgiving	7.8
Happiness	7.4	Ambitious	7.9
Family security	7.5	Clean	7.9
True friendship	8.5	Self-controlled	8.2
Self-respect	8.8	Courageous	8.6
Sense of accomplishment	10.2	Helpful	8.7
Mature love	10.3	Broadminded	8.7
Inner harmony	10.5	Independent	9.9
Salvation	10.5	Polite	10.2
National security	11.0	Cheerful	10.3
Comfortable life	11.8	Capable	11.0
World of beauty	12.4	Obedient	12.3
An exciting life	13.1	Intellectual	12.4
Pleasure	13.8	Logical	13.5
Social recognition	14.8	Imaginative	14.4

here between the value systems of students and adults. Students sharply differ from the adults in valuing loving and devaluing capability. Students also give forgiving a higher rank than adults while giving lesser value to being courageous. Overall, the Spearman correlation falls to .71 on the instrumental values.

Numerous differences are noted among the students in relation to their terminal and instrumental values. Males place greater weight on a comfortable and exciting life, mature love and pleasure, while giving less value to equality, inner harmony, salvation and self-respect. Black students value a comfortable and exciting life, equality, pleasure and social recognition more than do the white students. In contrast white students value a world at peace, a world of beauty, mature love and true friendship more than do their black counterparts. Students with grade averages of "B" or better give greater stress to a sense of accomplishment, inner harmony, salvation and wisdom, while de-emphasizing a comfortable and exciting life, national security and pleasure. Students with a grade point of "B" or better clearly value a commitment to wisdom while placing less emphasis on an enjoyable life. The size of the community in which the student resides, his grade in school and his father's level of education prove unrelated to the values held.

On the instrumental values, students in communities of less than 50,000 population give greater weight to cleanliness and politeness and less to independence. Male students give more emphasis to being ambitious, courageous, imaginative and intellectual, while giving less value than the females to being cheerful, helpful, honest, loving and obedient. Black students give stress to being clean, obedient and polite while their white counterparts give greater value to being broadminded, imaginative, independent, intellectual and logical. Students with a grade point of "B" or better give greater value to being forgiving, honest and logical while de-emphasizing cleanliness and politeness. The level of education of fathers is unrelated to the instrumental values that students hold.

SUMMARY AND CONCLUSIONS

In many ways the students proved to be one of the most distinctive samples in this survey of educational attitudes throughout the State of Florida. In some cases they shared opinions with adult residents and employers and in some cases with educators (including teachers, principals, superintendents and school board members). Frequently their attitudes and opinions were entirely different from the adult samples. With one exception, students appeared to be very satisfied with both the format and performance of their schools. Satisfaction was expressed by 65 percent with the performance of teachers, although little agreement was noted as to what aspect of the educational process was least valuable. Just over half (51 percent) believed that there were no courses needed that were not being taught, and 86 percent named no course that should be banned.

The exception to this expressed satisfaction was the failure of schools to be responsive to students' expectations for a larger voice in educational decisions. While the adult samples demonstrated various degrees of support for at least giving students a hearing on certain topics (such as "what is taught"), the students were consensual in their demand for such a voice. Furthermore, the most characteristic response when students were asked what differentiates the "well-run" from the "poorly-run" school, was that in a "well-run" school, the students had a voice. It would seem that allotting students a role in educational decision-making

will be a demanding educational concern in the State of Florida in the future.

As in the adult samples, students expressed approval for extending what might be characterized as contemporary education to all those who for various reasons are excluded. Students, like the adults, also disapproved of the majority of means of integrating schools. Unlike the adult samples, students disapproved of such educational innovations as year-round classes and ungraded classes. As many students objected to year-round classes as objected to busing to achieve integration.

Another manifestation of the students' expectation of having more influence both socially and in education was their agreement with statements concerning peaceful campus demonstrations and student anger at their country's failures. Of all the adult samples, only the teachers agreed with these statements to an extent approaching that of the students.

Black students felt greater satisfaction with their schools than did white students. Blacks, however, seemed to expect to participate less in educational decisions. Black students agreed more readily than white students, 34 percent versus 14 percent, that their teachers were performing adequately. More blacks (40 percent versus 16 percent of the whites) found no aspect as being least valuable in their education. Furthermore, concerning those youthful behaviors which might reflect credit to the child, such as his performing well in high school or on his first job, black students accord more praise to schools, teachers and to parents than to the child. This inclination runs in strong contrast to the tendency among all students, in particular white students, to hold the child responsible at a very early age for his social and anti-social attitudes.

Even among the most immediate consumers of public education, the students, the overall impression was one of satisfaction with the performance of public schools, with little or no consistent criticism of any specific aspect. With the exception of some minor support for administrative reorganization of schools, such as combining school systems or initiating educational parks, students generally seemed committed to the basic format of education as they and their parents have known it. Unlike their parents, however, they expect to be heard in what decisions are made concerning their schools and education.

CHAPTER IV

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF TEACHERS

(abstract)

A sample of 597 teachers in the same 49 randomly chosen schools from which the students were selected were surveyed and their completed questionnaires were returned to the Survey Data Center by mail. The teacher sample included only those teachers who taught ninth and twelfth grade students. Four hundred and thirty-seven usable questionnaires were collected and analyzed by the Survey Data Center. Without diminishing the importance of the teachers opinions toward other relevant educational concerns, it should be noted that the sample of teachers surveyed strongly approve of those kinds of educational innovations that would extend contemporary education to those who are currently excluded for various reasons. However, their approval decreases substantially when such innovations would change the basic format of contemporary education.

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In January, 1970, a sample of 597 teachers in 49 randomly selected schools throughout the State of Florida received questionnaires which were mailed back to the Survey Data Center. A total of 437 (73 percent) completed usable questionnaires. Since the

school selection was random and the number of respondents varied from the total teacher population of the school, the total sample can be taken as representative of teachers throughout the state.

Teachers are generally white (91 percent), married (77 percent), have children (67 percent) and have lived in Florida longer than ten years (69 percent). There are several variables on which the teachers are substantially divided. Females comprise 54 percent of the sample. Although the median years of education past high school is more than seven, 23 percent have completed only six years of undergraduate and graduate work and 39 percent have completed eight years or more. Similarly, the median age is approximately 41 years, however, ten percent are over 55, 33 percent over 45 and 61 percent over 35. Only 12 percent are 25 years old or younger.

In addition to sex, race, education and age, we considered two additional variables in attempting to understand differences of opinions among teachers. Teachers were asked how frequently they attended meetings of various professional teachers' organizations. Twenty-six percent claimed to have never attended such meetings, 43 percent once each year, 25 percent once each month and 5 percent more frequently than once a month. Those who professed to have never attended such meetings were considered as distinct from their more participating counterparts. Teachers were also asked to assess their overall job satisfaction with answer alternatives varying from very satisfied to very unsatisfied. The 62 teachers (15 percent) who indicated they were unsatisfied or very unsatisfied were analyzed apart from more satisfied teachers.

Four relationships were noted in the analysis of teacher characteristics. Two of these relationships centered on age and two on the sex of the teacher. Older teachers tended to be more educated than their younger counterparts. Eighty-eight percent of teachers 36 years of age or older had completed more than six years of college training while only 61 percent of those 35 or younger had such training. Older teachers also were apt to attend professional meetings more frequently. Only 19 percent of the older teachers reported never attending school board meetings in contrast to 37 percent of the younger teachers.

Sex of the teacher also proved related to other characteristics. Male teachers tended to be better educated and less satisfied with their occupation. Only 13 percent of the male teachers had less than seven years of college education in contrast to 33 percent of the females. And, while 90 percent of the females reported they were satisfied or very satisfied with their chosen career, this satisfaction declined to 79 percent among the males.

These relationships are noteworthy but none is strong enough to permit elimination of any variable in our analysis. Therefore, all six characteristics among teachers are considered.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Table 4.1 finds few teachers sufficiently dissatisfied with the performance of either local schools, teachers, courts, police or state schools to characterize their performance as poor. Few, however, characterize the performance of these agencies as "very good." The overall impression is that teachers are satisfied with the performance of these governmental agencies. Only job satisfaction and race prove related to these attitudes. Interestingly, black teachers assess the performance of local schools more favorably than did their white counterparts. While 90 percent of the black teachers give local schools a "good" or "very good" rating, only 63 percent of the whites agree. The teachers' overall job satisfaction also proved related to their assessment of both local schools and teachers. Forty percent of those dissatisfied with their jobs give local teachers a poor or fair rating versus 16 percent of those satisfied. In a parallel relationship, 62 percent of the dissatisfied teachers give local schools a poor or fair rating versus 30 percent of those who are satisfied.

Table 4.1. **TEACHER SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good
Local Schools	3	32	54	11
Local Teachers	1	20	65	14
State Schools	7	49	42	2
Local Courts	11	43	43	3
Local Police	3	26	56	15

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

Although no answer alternatives were provided in the question concerning what teachers thought to be the most valuable aspect of education both within and outside the classroom for today's students, their open-end discussion of the subject, as evidenced in Table 4.2, focused primarily on three areas of behavior. Discipline was rated most valuable by 20 percent of the teachers, 23 percent selected getting along with others, while 27 percent mentioned learning to think and to learn. However, none of the characteristics of teachers explored proved related to these attitudes.

The answers to a parallel question concerning the least valuable aspect of education are presented in the second column of Table 4.2. Few teachers, as shown by the small percentage in each category, share an opinion on this aspect. Thirty-one percent agree, however, that the failure of schools to have the child think for himself (that is, pre-occupying him with the retention of facts) is the least valuable aspect of education. Again no characteristic proved related to these overall attitudes.

The focus was changed in the lower part of Table 4.2 to specific subjects mentioned both within the context of most and least valuable aspects of education. The largest group of teachers (48 percent) assign the most importance to the fundamentals. Black and white teachers prove distinctive on this matter. While 61 percent of the white teachers mention the fundamentals as the most important subject, only 30 percent of the blacks do so. The absence of any consensus as to the least valuable aspects of education continues on the matter of specific subjects. No category of answers receives any substantial percent of teacher response and there are numerous mentions of subjects not listed in our alternative system. Female teachers tend to mention more subjects which are not listed as alternatives than male teachers (42 percent versus 21 percent).

Exploration of teacher opinion on the valuable aspects of education was continued by asking them specifically if any subjects not presently covered in the curriculum should be taught, or if any subjects should not be covered in public school education (Table 4.3). A substantial number of the teachers, 23 percent, feel that there are no such courses. The only category which drew any substantial mention is instruction in vocational subjects that require less than college preparation. Interestingly, noting the lower

Table 4.2. **TEACHER VIEWS AS TO THE MOST AND LEAST VALUABLE ASPECTS OF PUBLIC EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Most Valuable	Percent	Least Valuable	Percent
Discipline	20	Nothing, all education is valuable	8
Contact with others	2	Not encouraged to think for self	31
Getting along with others	23	Not relevant, not like real life	11
Learning to communicate	8	New freedom, militance, protesting, questioning authority	3
Learning to think, to learn	27	Pressure to socialize, extracurricular activities	4
Involvement in the world	2	Facts of life, sex	1
Learning a skill, trade, vocation	3	Narcotics and drugs	1
Specific subject of general or avocational use	12	Specific subject mentioned	26
Specific subject of vocational use	3	Other	15
	100		100

Subjects Mentioned	Percent	Subjects Mentioned	Percent
The fundamentals, 3 R's, grammar	48	Arts and humanities, culture	18
Home economics	7	Physical education	12
Business courses, typing, accounting	3	History and geography	10
History and geography	3	Foreign languages	13
The arts and humanities, culture	2	Biology	2
Civics, citizenship, current affairs	9	Other physical sciences	3
Physical sciences	5	Social studies, civics, current affairs	2
Mathematics	16	Mathematics	11
Others	6	Others	30
	99		101
N = 123		N = 120	

Table 4.3. **TEACHER VIEWS AS TO WHAT SUBJECTS NOT NOW BEING TAUGHT SHOULD BE TAUGHT AND WHY** (In Percent)

Subjects	Percent
None	23
Vocational subjects requiring less than college preparation	25
Basics	4
Health, sex, and family planning	10
Narcotics, alcohol, and other dangerous solutions to individual tensions	0
Foreign languages	2
Logic, philosophy, and religion	6
Human relations, understanding others including foreigners and Negroes	5
Other subjects	18
No answer	8
N = 437	101

Why	Percent
Other agencies are not teaching	14
Needed by individual to adjust	34
Needed to defend oneself in a complex and threatening world	3
Need by society, will make society better	24
Needed vocationally, there is a demand for such training	5
Just should be taught	9
Needed for more advanced education	6
Society demands and expects it	2
Other reasons	3
N = 355	100

part of the table, the teachers' motivation for selecting this course innovation is primarily directed toward individual adjustment to society rather than market availability for technical positions. Black teachers are more inclined (44 percent versus 23 percent) to feel that the courses are needed because they will improve society.

Our final questions concerning which subjects teachers felt should not be taught in public schools, found 88 percent of the teachers answering that there are no such subjects. Seven percent of the sample, however, would eliminate sex education from course offerings.

VIEWS ON EDUCATIONAL DECISION-MAKING

Concentrating on what was believed to be the four major educational decisions, teachers were asked who they thought were responsible for these decisions. The answer alternatives provided were: teachers, principals and administrators, school board, and the community. Teachers seem to be agreed (Table 4.4) that questions concerning teacher retention lie within the province of principals and administrators and that teachers should have the right to decide what constitutes passing work. Decisions on what is to be taught and whether new school buildings are needed find teachers divided. Nearly equal numbers feel that what is to be taught should be decided by teachers or by the community. They clearly do not believe this decision belongs to the school board. While most teachers (40 percent) give the school board the respo.. sibility for decisions concerning the need for new school buildings, a substantial number believes this decision should be made by principals and administrators. Another minority feel it to be a community decision. Notably, few respondents claim this decision should be made by teachers. None of the distinctions among teachers were related to these attitudes.

As in the previous samples, the question of student involvement in educational decision-making was considered a serious issue. Therefore, a single question covering student involvement in the four educational decisions was justified. The results are presented in Table 4.5.

The overall impression is one of great division among teachers as to the role of students in the various decisions. They clearly do not believe student opinion should be considered on the issue

Table 4.4. **TEACHER VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision	Mostly the Teachers	Mostly the Principals and Administrators	Mostly the School Board	Mostly the Community
Who should have the most say as to what is taught?	38	22	5	35
Who should make decisions as to which teachers will be retained?	10	84	3	3
Who should make decisions as to what is passing work for a student?	93	6	1	1
Who should make decisions as to whether new school buildings are needed?	4	32	40	24

of teacher retention. Also, pluralities of 41 and 49 percent feel students should have no influence on decisions concerning what constitutes passing work and the need for new school buildings. Majorities, however, would at least give students consideration, if not a vote, on each of these two matters. The tendency to be receptive to student opinion is quite manifest on decisions concerning what is taught. Only six percent of the teachers would deny students any consideration on what is taught, while 25 percent would not only have them represented on decision-making committees, but would also give them votes. This last relationship finds striking differences between black and white teachers. There is a decided shift in the opinion of black teachers toward involving students in decisions concerning what is taught. Forty-six percent are willing to give students votes on committees. Not one black teacher feels that they should not be considered on this subject. The white sample most closely parallels the overall teacher sample

Table 4.5. **TEACHER VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision	Not At All	Should Be Consulted	Represented on Committees but No Votes	Represented on Committees with Votes
What is taught?	6	34	35	25
Which teachers will be retained?	54	22	17	7
What is passing work for a student?	41	30	20	9
Whether new school buildings are needed?	49	20	19	12

with six percent not wishing to consider students at all and 24 percent willing to give them representation and votes.

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

Since schools control children for a substantial part of their first 18 years and are expected to serve a useful function in our society, teachers were asked whom they would hold responsible for eight different social and anti-social actions on the part of youth. For each set, respondents were asked if they felt the parents, school, teachers, child, the system or the community were accountable. In Table 4.6, teachers show a strong tendency to credit or blame the child for any behavior from high school on. The parents are condemned if his child damages another person's property at age eight or gets into trouble when he is age 15. However, the parent is credited for having an honest child. The community or system receives blame for a child's failure to earn a good living

after completing his schooling and is blamed to a lesser extent for the child's lack of success in grade school as well as in high school. The schools are strongly condemned for a child doing poorly in school at age eight and only moderately less so if he does poorly in high school.

Table 4.6. **TEACHER VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	Schools	Child	Community or System
Fails to earn a good living after completing schooling	7	6	56	31
Trouble with law for minor offense at 15	62	0	28	11
Does well in first year of job	8	5	80	7
Damaging another person's property at 8 years old	88	1	8	4
Does poorly in school at 8 years old	30	42	7	22
Does well in high school	7	11	70	12
Does poorly in high school	10	21	48	22
Is honest	78	1	12	10

The only significant differences on these questions were those found between blacks and whites. Black teachers consistently hold the system and community responsible for a child's failures or successes in high school and in adult life. Black teachers are also 20 percent more inclined to blame the child for his failure to earn a good living after completing his schooling. They are 21

percent more likely to blame the system and 22 percent less likely to blame the child when he does poorly in school. They are 18 percent more likely to praise the system and 26 percent less likely to praise the child when he does well in high school.

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

As in the previous samples, teachers were asked their degree of approval for the discussion of twelve controversial subjects when directed by an unbiased teacher. The responses shown in Table 4.7 (next page) suggest substantial approval of such discussion. Only in the cases of the uses and methods of birth control and of religious beliefs are there any substantial numbers of teachers either disapproving or uncertain in their reaction. Degree of approval varies little among the teachers when race, sex, age and other characteristics used in the analysis are considered.

VIEWS ON EDUCATIONAL INNOVATIONS

Teachers were asked their degree of support for various educational innovations. A consistent pattern of response is evident in Table 4.8 as teachers generally approve of extending the present form of public education to all persons who for various social, economic and physical reasons are excluded (kindergarteners are also included). Approval declines substantially concerning innovations which change the basic format of American education, such as ungraded classes, combining county school systems, year-round class, and educational parks to achieve greater specialization in teaching. Finally, on matters which deal with integrating schools, opinions change to strong disapproval in the case of busing.

Table 4.7. **TEACHER APPROVAL OF CLASSROOM DISCUSSIONS OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

Topic	Strong Disapproval	Disapproval	Undecided	Approval	Strong Approval
The use of alcohol and tobacco among students	3	2	2	32	61
Conditions of poverty and welfare programs in the U.S.	1	2	2	42	53
The civil rights movement in Florida	3	1	4	43	49
Use and methods of birth control	6	12	15	35	32
Religious beliefs	6	13	13	41	27
The use of drugs and narcotics among students	3	2	2	29	64
The theory of evolution	3	5	7	46	39
Problems of the unwed mother or father	2	5	7	41	45
War and peace policies of the U.S.	2	0	3	43	52
Differences among communist countries	2	2	3	44	49
Any shortcomings of democracy in the U.S.	1	2	5	47	45
Differences among candidates for public office	2	4	7	43	44

Table 4.8. **TEACHER APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Disapproval	Undecided	Approval
Public Kindergartens	6	4	90
Providing special courses for the physically handicapped	1	2	97
A state supported program providing vocational or job training	1	1	98
Providing different courses for children of differing intelligences	4	6	90
Providing special courses for the socially and emotionally handicapped	3	4	93
A state supported program to provide complete schooling through high school for migrant workers' children	4	10	86
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	5	4	91
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	36	29	35
Extending our public schools to offer two years of college available to all	34	18	48
Combining county school systems to provide more educational services	31	22	47
Having school run throughout the year thus making full use of building and completing a child's education earlier	38	18	44
Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	27	28	45
Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools	41	27	32
Allowing minorities to run their own schools in areas where most of the students are from those groups	48	22	30
Busing students from one school to another as a solution to integrating our schools	82	9	9

Once again there are differences between black and white teachers. The consistent pattern is for black teachers to support innovation more than whites. While 85 percent of the whites approve of assuring high school education to children of migrant workers, 97 percent of the black teachers would do so. On the matter of combining county school systems, 81 percent of the black teachers approve in contrast to 44 percent of the whites. Finally, on the issue of busing to achieve integration, only 53 percent of the black teachers disapprove in contrast to 85 percent of the white teachers. There is also a substantial shift to indecision among blacks on this question as 32 percent of the blacks are undecided in contrast to only 8 percent of the whites.

While the attitudes expressed in Table 4.9 cover a wide range of statements, they nevertheless can be grouped by topic. The first two items deal with the importance and quality of education. Clearly a preponderance of teachers believe that education is necessary to succeed in life. Ten percent, however, disagree with this statement and another 10 percent are undecided. The second statement, "if schools in poor areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers," is an attempt to assess the degree to which teachers differentiate between "adequate" education and the type education provided by better schools. The above statement found very little teacher approval. The idea of equal education for all is supported strongly by teachers in Florida.

A majority of the teachers agree that minorities should have the same opportunities as others and that the government should see that they receive these opportunities. Teachers do not show equal conviction, however, that minorities will do as well as others if given such equal opportunities. Black teachers express greater confidence (97 percent) that minorities do as well under equal circumstances, in contrast to only 64 percent of white teachers.

The next several statements also deal with aspects of minority relationships and they find substantial teacher agreement. That schools should teach students equal respect for all persons regardless of race, creed or color is approved by 97 percent. Devoting more time to Negro history is approved by 84 percent while 81 percent agree that more money should be spent for special "catch-up" classes to assure poor children equal education.

The next two items deal with student unrest. Teachers are in agreement with the statement that reasons exists for peaceful student demonstrations on college campuses and a plurality agree that students have a right to be angered by the country's failures. These questions, as well as others on the role of student participation in various educational decisions, produced responses that suggest a sympathy among teachers for growing student involvement in both educational and societal decisions. Finally, a majority, 76 percent, support the teachers' right to join unions.

Table 4.9. **TEACHER ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Disagree	Undecided	Agree
If you want to get ahead, the best way is to get all the education you can	10	11	80
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better	86	3	11
Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans	3	1	96
Given equal opportunities and education, such minorities will do just as well as other Americans	19	14	67
Both state and national government should see to it that these minorities have equal education and opportunities	8	3	89
Our schools should teach all students to respect all people regardless of race, creed, or color	2	1	97
Time should be spent on studying the history of Negroes and other minorities	6	10	84
More money should be spent on better buildings and teachers and special catch-up classes to be sure that poor children get as good schooling as others	8	11	81
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures	35	17	48
Although it is unfortunate, there are some just reasons for peaceful student demonstrations	22	11	67
Teachers in your community should be allowed to join unions if they want to	12	12	76

VIEWS ON THE TEACHING OF VALUES

Teachers, as were other samples in the survey, were asked to order two sets of 18 values as they felt they should be stressed in the schools (see page 42 for a detailed explanation). As Table 4.10 clearly indicates, the terminal value that teachers believe should be most stressed is wisdom. Self-respect, sense of accomplishment, freedom and equality follow.

The instrumental values that the teachers would stress are those dealing with self-limitation in contact with society. Responsibility, teachers stress, should be most emphasized in the schools. Honesty takes second place, followed by self-control, being broadminded and ambitious. Seemingly, educational instrumental values such as capable, logical, intellectual and imaginative are not ranked highly by teachers.

Table 4.10. **TEACHER RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
Wisdom	2.6	Responsible	3.2
Self-respect	3.7	Honest	3.8
Sense of Accomplishment	4.5	Self-controlled	5.1
Freedom	5.5	Broadminded	7.7
Equality	6.7	Ambitious	7.8
Inner harmony	7.3	Independent	7.9
Family security	8.0	Capable	8.4
Happiness	8.4	Logical	8.8
World at peace	10.0	Courageous	9.3
True friendship	10.4	Intellectual	9.4
World of beauty	11.7	Helpful	10.6
Social Recognition	12.1	Imaginative	10.6
Mature love	12.5	Forgiving	11.6
National security	12.6	Polite	12.4
Exciting life	12.7	Cheerful	14.2
Comfortable life	13.6	Loving	14.3
Pleasure	15.4	Obedient	14.4
Salvation	16.3	Clean	14.6

Some significant and consistent differences were noted in the ordering of values by different types of teachers. For example, the median response of males on teaching happiness in the schools was 8.4 percent while that of females was 10.6 percent. Females in contrast would give peace, beauty and harmony greater emphasis. Black teachers would give greater emphasis to the appreciation of comfort, equality, and family security and less emphasis to accomplishment, beauty, and friendship. Teachers over 35 years of age would give greater emphasis to family security, national security, and social recognition, while giving less emphasis to mature love. Notably, education and general job satisfaction proved unrelated to terminal values. On the instrumental values, males would give greater emphasis to being logical and less to being broadminded, independent and self-controlled. Blacks would give greater stress to being clean, and less to being cheerful and responsible. Better educated teachers (those with eight or more years of college and graduate school) would give greater emphasis to being intellectual, logical and less to being obedient, in contrast to teachers having less than eight years of college education. Teachers less than 35 years of age would give greater stress to being broadminded and independent than to being helpful. Once again, degree of general job satisfaction proved unrelated to the value systems which teachers prefer to be taught in schools. This suggests that the system of values now being taught is acceptable to teachers.

Teachers were asked to rate the terminal and instrumental values as they thought they were being taught in school. This effort was made to determine whether a discrepancy existed between what *is* and what *should* be taught. Teachers do indeed feel there is such a discrepancy as the Spearman r correlation between what they believe should be taught and what is being taught is .58 for the terminal values and .66 for the instrumental values. Teachers feel that wisdom, love, harmony and family security should receive more emphasis. Similarly, they feel that valuing a comfortable, exciting life, one of pleasure, and especially social recognition are stressed too extensively. On the instrumental values, they feel that being clean, intellectual, polite and, especially, being obedient are emphasized more than they should while being courageous, honest and loving are given too little. All of these differences can be noted by comparing different values between Tables 4.10 and 4.11.

Noting these differences, it is found that teachers feel the values of accomplishment, social recognition, self-respect, wisdom

Table 4.11. **TEACHER RANKING OF TERMINAL AND INSTRUMENTAL VALUES AS THEY SHOULD BE TAUGHT IN SCHOOLS**

Terminal Values	Median	Instrumental Values	Median
Sense of accomplishment	3.7	Responsible	5.3
Social recognition	4.7	Ambitious	5.9
Self-respect	5.5	Self-controlled	6.0
Wisdom	5.7	Intellectual	6.8
Freedom	5.7	Honest	6.9
Equality	6.4	Obedient	7.3
Comfortable life	7.0	Capable	7.5
World at peace	9.3	Independent	8.6
An exciting life	9.6	Logical	9.3
Happiness	10.0	Broadminded	9.4
Family security	10.4	Polite	9.5
World of beauty	11.0	Clean	10.8
National security	11.1	Imaginative	11.0
Inner harmony	11.2	Helpful	11.2
True friendship	11.2	Courageous	11.4
Pleasure	11.2	Cheerful	13.6
Mature love	16.0	Forgiving	13.7
Salvation	17.7	Loving	16.4

and freedom are strongly stressed in our classrooms while mature love, salvation, pleasure and true friendship receive less emphasis. There is a notable shift in the position accorded wisdom and sense of accomplishment as values that should be taught. In the case of instrumental values, teachers believe that being responsible, ambitious, intellectual, self-controlled and honest receive the highest degree of stress in schools. They feel that being loving, forgiving, cheerful and courageous are least emphasized. Teachers think that being intellectual should be ranked tenth but is in actuality ranked fourth.

Some differences were noted between teacher characteristics and the values they feel are emphasized in schools. Males, for example, believe that an exciting life and happiness are stressed more than do their female counterparts while the females feel that equality is given more stress. Teachers younger than 35 feel than happiness is emphasized more and peace less than do their older counterparts. Blacks, as contrasted to whites, feel that family security, inner harmony, self-respect and wisdom are given more emphasis while a comfortable life, an exciting life, mature love, social recognition and true friendship are given less emphasis.

Numerous differences were discovered between those who are satisfied with their profession and those who are not. The unsatisfied feel that a comfortable life, an exciting life, happiness and pleasure are stressed more than do the satisfied teachers, while accomplishment, family security and self-respect are given less emphasis.

On the instrumental values, males are inclined to feel that being imaginative is given more stress than do female teachers while politeness is emphasized less. Blacks feel that cheerfulness and politeness are stressed less than do whites. Finally, those who are not satisfied with teaching as a profession feel that honesty, responsibility and self-control are given less emphasis than do the more satisfied teachers while cheerfulness is given more stress.

SUMMARY AND CONCLUSIONS

The opinions of teachers closely parallel those of other educators. Teachers tend to be satisfied with the performance of the schools, both locally and at the state level. They appreciate the value of learning to cooperate as well as to learn and to think, while lamenting the rote memorization of facts. Teachers also feel few subjects other than sex education should be banned from our school curriculum. They are divided on whethe any courses not presently taught should be taught, with 23 percent believing there are no such subjects. They feel that teacher retention and passing grades in a course are problems of principals, administrators and teachers respectively, while being divided on who is responsible for decisions as to what is taught and whether new buildings are needed. Like other educators, they are reluctant to afford high school students a role in any decision other than what is taught. In contrast to the public, they would hold the schools responsible for an eight year old's lack of success in school and for a high school student's poor performance. They approve of classroom discussion of controversial subjects and of educational innovations which would extend contemporary education to those who for various reasons are excluded, but their approval decreases substantially on innovations that would change the basic format of contemporary education. They disapprove of various measures dealing with racial tensions in our schools such as busing or educa-

tional parks as a solution to integration, or minority control of schools predominantly serving minority constituents.

Teachers show less of a decline than other educators between their agreement that minorities should have equal opportunities and that the government should insure these opportunities, and their agreement that given such opportunities minorities would do equally as well as others. They also show greater sympathy for youthful protest in high schools and on college campuses. Finally, they share with other educators the importance of teaching social values as distinct from exclusively educationally related values. In short, Florida teachers seem to be relatively satisfied both with their professions and with schools in general and seem to be relatively satisfied with the orientation of higher educational administration within the state.

CHAPTER V

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF PRINCIPALS

(abstract)

Akin to the sampling procedure used with teachers (see Chapter III), the principal's survey instrument was delivered directly to each principal in the sample. Upon completion, it was then returned to the Survey Data Center by mail. Of the 275 principals surveyed throughout the state, the information from 155 usable questionnaires was compiled and analyzed by the Center's staff. The analysis of the principal's survey shows that "they seem quite satisfied with the general format of American education, continue to see it as vital to success in life, and advocate not only extending it to those presently excluded, but also to cover a larger part of a child's life."

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

This chapter deals with the overall characteristics of a sample of Florida public school principals relative to their opinions and perceptions of education in the state. The analysis is based on questionnaires similar to those for other samples in the survey, which were distributed to 275 principals randomly selected throughout the state. Of these, 155 usable questionnaires were completed, returned and the results analyzed. Variations in the responses elicited from principals are not explained by any of the variables that one would expect to affect their attitudes, such

as age, education, tenure, satisfaction with state schools in general and whether the principal administers elementary and junior high students only or some or all high school students. Although these characteristics prove largely unrelated to the principals' views on education, two variables, length of time in office and age, however are somewhat related.

Before considering the principals' attitudes, the personal characteristics of the 155 respondents will be considered. The typical principal is white (90 percent), married (88 percent), male (78 percent), and has had eight years of college education (70 percent). Additionally, he has lived in Florida ten years or longer (88 percent), is between the ages of 36 and 55 (73 percent), has two or three children (51 percent) and is relatively active in his community as judged by being registered to vote or having voted in recent elections (90 percent).

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Like other educators, principals prove to be relatively satisfied with the performance of local schools and local teachers. This satisfaction, however, declined when they were asked to evaluate the overall school system of Florida as well as the local courts and local police. These relationships are shown in Table 5.1.

Table 5.1. **PRINCIPAL SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good
Local Schools	0	11	64	25
Local Teachers	0	10	57	33
State Schools	1	26	68	5
Local Courts	8	36	48	8
Local Police	2	18	59	21

As noted above, their level of satisfaction with the performance of the state school system was one of the distinctions which was considered in evaluating differences in principal attitudes. Thus, the 17 percent who indicated performance was only poor or fair were distinguished from the 73 percent who indicated good or very good performance. All measures of performance proved substantially related with the assessment of state school performance (Gamma .55 between overall state performance and local teacher performance, .57 with local schools, .70 with local police, .67 with local courts). Apparently, principals who evidence dissatisfaction with state schools also show dissatisfaction with the governmental agencies evaluated. No characteristics of principals proved correlated with their attitudes on performance.

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

Better than four of every ten principals believe, as shown in Table 5.2, that learning to get along with others is the most valuable aspect of public school education. The first three items dealing with interpersonal relationships (discipline, contact with others and getting along with others) make up 56 percent of the total responses. Primarily, educational processes such as learning to think, to learn and communicate, receive the support of only 26 percent. Very few mention a specific subject within this context. Most principals who do mention specific subjects, however, stress the basics or fundamentals. Those principals 46 years old or older who mention a specific subject are more inclined to choose the fundamentals than are their younger counterparts (81 percent versus 60 percent).

Turning to the least valuable aspects of public education (second column in Table 5.2), principals are more divided in their answers. Aspects of public education which fail to encourage the student to think are condemned by 33 percent while 24 percent mention irrelevant or useless aspects of public education. Only a few mention a specific subject within this context and their answers are quite diverse.

Principals were asked, also, if any courses should not be taught in public schools and whether there were courses not presently included in school curriculum that should be included.

Table 5.2. **PRINCIPAL VIEWS AS TO THE MOST AND LEAST VALUABLE ASPECTS OF PUBLIC EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Most Valuable	Percent	Least Valuable	Percent
Discipline	13	Nothing, all education is valuable	5
Contact with others	1	Not encouraged to think for self	33
Getting along with others	42	Not relevant, not like real life	24
Learning to communicate	8	New freedom, militancy, protesting, questioning authority	4
Learning to think, to learn	18	Pressure to socialize, extracurricular activities	1
Involvement in the world	2	Facts of life, sex	1
Learning a skill, trade, vocation	2	Narcotics and drugs	1
Specific subject of general or avocational use	13	Specific subject mentioned	12
Specific subject of vocational use	1	Other	19
	100		100
N = 142		N = 100	

Subjects Mentioned	Percent	Subjects Mentioned	Percent
The fundamentals, 3 R's, grammar	73	Arts and humanities, culture	14
Home economics	2	Physical education	0
Business courses, typing, accounting	2	History and geography	11
History and geography	0	Foreign languages	18
The arts and humanities, culture	2	Biology	0
Civics, citizenship, current affairs	12	Other physical sciences	7
Physical sciences	0	Social studies, civics, current affairs	4
Mathematics	0	Mathematics	21
Others	7	Others	25
	98		100
N = 41		N = 28	

In answer to the first question, 82 percent of the principals felt that there were no courses that should not be taught in the public schools and only 13 percent would ban sex education.

As for courses that should be taught that are not now being taught, Table 5.3 shows that 23 percent felt that vocational subjects requiring less than a college preparation, such as data processing and industrial arts, are needed, and in sharp contrast to the 13 percent who would ban sex education, 12 percent felt that sex education and family planning are much needed subjects. Twenty-eight percent mentioned a wide variety of highly specialized subjects. The remaining thirty-eight percent of the principals in the sample saw no need for additional courses.

Table 5.3. **PRINCIPAL VIEWS AS TO WHAT SUBJECTS NOT NOW BEING TAUGHT SHOULD BE TAUGHT AND WHY** (In Percent)

Subject	Percent
None	37
Vocational subjects requiring less than college preparation	23
Basics	1
Health, sex, and family planning	12
Narcotics, alcohol, and other dangerous solutions to individual tensions	1
Foreign languages	5
Logic, philosophy, and religion	6
Human relations, understanding others, including foreigners and Negroes	3
Other subjects	7
No Answer	4
N = 155	99

Why	Percent
Other agencies are not teaching	0
Needed by individual to adjust	25
Needed to defend oneself in complex and threatening world	10
Needed by society, will make society better	15
Needed vocationally, there is a demand for such training	10
Just should be taught	5
Needed for more advanced education	5
Society demands and expects it	10
Other reasons	20
N = 84	100

VIEWS ON EDUCATIONAL DECISION-MAKING

Table 5.4 indicates that a consensus exists among principals only in the belief that the principals and administrators should make decisions as to teacher retention and that teachers should make decisions as to what is passing work for a student. On the matter of who should make decisions as to what is taught, they are sharply divided. Principals are slightly less divided on the question concerning the need for new school buildings. Forty-nine percent feel this decision is the responsibility of the school board.

Table 5.4. **PRINCIPAL VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision	Mostly Teachers	Mostly Principals and Admin.	Mostly School Board	Mostly Community
Who should have the most say as to what is taught?	29	24	11	36
Who should make decisions as to which teachers will be retained?	5	94	1	0
Who should make decisions as to what is passing work for a student?	86	12	1	1
Who should make decisions as to whether new school buildings are needed?	1	33	49	17

Table 5.5 shows even greater division concerning the degree to which student opinion should influence educational decision-making. The only majority agreement is on the question

of student involvement in teacher retention where 67 percent of the principals feel that students should not be consulted at all. The typical opinion is that students should be either represented or consulted on the matter of what is taught and what is passing work, but not considered on the matter of whether school buildings are needed. Those principals who express overall dissatisfaction with the performance of state schools seem more willing to give students a role in decisions concerning teacher retention and passing work. Only 50 percent of the dissatisfied principals would not consider student opinion on teacher retention versus 71 percent of the satisfied. Also 29 percent of dissatisfied principals versus 93 percent of the satisfied principals would not consider student opinion on what constitutes passing work. No other characteristics of principals proved related to these attitudes.

Table 5.5. **PRINCIPAL VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision	Not at All	Should be Consulted	Represented on Comm. but No Votes	Represented on Comm. with Votes
What is taught?	7	29	42	23
Which teachers will be retained?	67	15	15	3
What is passing work for a student?	26	34	28	12
Whether new school buildings are needed?	45	25	20	9

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

The majority of principals agreed as to who is responsible for both satisfactory and unsatisfactory student behavior in all but three circumstances (Table 5.6). Both favorable and unfavor-

able behavior in high school and afterward is attributed to the child. For example, if the child fails to earn a good living or if he does well in the first year of his job, the majority would hold him accountable. Similarly, if he does well in high school, he is credited. However, less than a majority feel that the child should be held responsible for his lack of success in high school. Parents are held accountable if an 8 year old child damages another person's property. The child's honesty is also attributed to the parents. Although 26 percent hold the schools responsible for poor high school performance, this percentage increases substantially on performance in elementary school, in which case 44 percent would hold the school accountable for poor behavior by 8 year olds. No differences were noted among principals on these responses.

Table 5.6. **PRINCIPAL VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	School	Child	Community or System
Fails to earn good living after completing school	9	3	60	29
Trouble with law for minor offense at 15	61	0	29	10
Does well in first year of job	8	6	79	7
Damaging another person's property at 8 years old	84	1	9	6
Does poorly in school at 8 years old	28	44	8	20
Does well in high school	8	10	69	13
Does poorly in high school	10	26	42	22
Is honest	82	0	11	7

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

All of our samples, including the principals, were asked to indicate the degree of their approval of the discussion of controversial subjects in the classroom when directed by an unbiased teacher. As Table 5.7 (next page) indicates, the majority approve the discussion of all controversial subjects except the uses and methods of birth control. The overall impression is one of tremendous support for allowing students the freedom of making up their own minds concerning these subjects.

VIEWS ON THE "WELL-RUN" SCHOOL

Principals were asked in a free-answer question what differences exist between the "well-run" school and one which is "poorly-run." The largest group, 21 percent, cite quality of administration as the determining factor, eighteen percent, however, mention teachers who are open and interested in their students as an important feature of good schools. A similar 21 percent mention discipline. Other aspects of education such as curriculum and plant quality receive little emphasis. High school principals give greater stress to administrative quality, 54 percent versus 31 percent, while elementary principals give more stress to discipline, 30 percent versus 12 percent.

VIEWS ON EDUCATIONAL INNOVATIONS

Table 5.8 shows principals strongly in favor of seven of the eight program innovations that were designed to extend normal educational opportunities to children who are presently excluded for various social, physical and economic reasons. Principals also support expanding public education to include kindergartens and

Table 5.7. **PRINCIPAL APPROVAL OF CLASSROOM DISCUSSIONS OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

Topic	Strong Disapproval	Disapproval	Attitude Undecided	Approval	Strong Approval
Use of alcohol and tobacco among students	7	3	1	41	48
Conditions of poverty and welfare programs in U.S.	1	3	1	52	42
Civil rights movement in Florida	4	1	5	55	35
Use and methods of birth control	17	20	25	20	18
Religious beliefs	12	16	14	39	19
Use of drugs and narcotics among students	6	3	2	37	52
Theory of evolution	4	5	7	61	23
Problems of the unwed mother or father	6	13	16	38	27
War and peace policies of the U.S.	1	3	3	55	38
Differences among communist countries	1	1	2	59	37
Any shortcomings of democracy in the U.S.	2	3	7	53	35
Differences among candidates for public office	1	5	3	54	37

Table 5.8. **PRINCIPAL APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Disapproval	Undecided	Approval
Public kindergartens	6	3	91
Providing special courses for the physically handicapped	0	1	99
State supported program providing vocational or job training	3	2	95
Providing different courses for children of differing intelligence	6	3	91
Providing special courses for the socially and emotionally handicapped	2	1	97
State supported program to provide complete schooling through high school for migrant workers' children	6	8	86
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	2	4	94
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	24	25	51
Extending our public schools to offer two years of college available to all	25	10	65
Combining county school systems to provide more educational services	30	23	47
Having school run throughout the year thus making full use of buildings and completing a child's education earlier	40	17	43
Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	45	20	35
Combining city schools into large centrally located education parks containing several schools as a solution to integrating our schools	60	18	22
Allowing minorities to run their own schools in areas where most of the students are from those groups	62	15	23
Busing students from one school to another as a solution to integration in our schools	84	7	9

college. Also, ungraded classes, combining county school systems, and year-round classes are more approved than disapproved by principals. Finally, all innovations intended to cope with problems of racial difficulties in our schools, such as busing, educational parks and minority control of predominantly minority schools draw disapproval.

All of the distinctions among principals which were assessed proved to have little or no relationship to the attitudes expressed by principals on these subjects.

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Principals tend to be agreed in their responses to a series of statements relating to contemporary educational issues (Table 5.9). They strongly agree that minorities should have the same opportunities as others, that the government should insure such opportunities, that schools should teach students to respect all people, that time should be devoted to Negro history, that money should be spent to assure the poor equal education and that teachers should have the right to join unions. They strongly disagree (87 percent) with the statement that if schools in poorer areas perform adequately one should not be concerned that schools in wealthier areas receive better facilities and teachers. There is strong agreement on the issues of affording minorities equal opportunities (97 percent) and governmental assurance of these opportunities (92 percent). Only 58 percent of the principals, however, believe that assured of such opportunities, minorities would perform as well as others.

On the two questions that deal with youthful protest and discontent with the inadequacies of the country, a majority agree that there are just reasons for peaceful demonstrations on college campuses. However, the majority do not believe that the student has the right to be angered over the nation's shortcomings. The only distinction among the respondents, that effected their attitudes on these issues is that between principals administering high school students and principals whose primary responsibilities concern elementary students. In both cases, principals of high schools show substantially greater agreement with the matters of peaceful demonstrations and anger as to the country's shortcomings. While 68 percent of the high school principals agree that

Table 5.9. **PRINCIPAL ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Dis-agree	Unde-cided	Agree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers.	87	3	10
Minorities, such as Negroes and Spanish-speaking Americans should have all the same opportunities as other Americans.	3	0	97
Given equal opportunities and education, such minorities will do just as well as other Americans.	22	20	58
Both state and national government should see to it that these minorities have equal education and opportunities.	5	3	92
If you want to get ahead, the best way is to get all the education you can.	8	7	85
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses.	33	12	55
Our schools should teach all students to respect all people regardless of race, creed, or color.	1	0	99
Teachers in your community should be allowed to join unions if they want.	20	16	64
Time should be spent on studying the history of Negroes and other minorities.	11	11	78
More money should be spent on better buildings and teachers and on special catch up classes to be sure that poor children get as good schooling as others.	9	10	81
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures.	50	10	40

peaceful college demonstrations are justified, only 53 percent of their elementary counterparts do so. Similarly, on the matter of anger, 56 percent of the high school principals believe this anger is justifiable versus 33 percent of their elementary counterparts.

VIEWS ON THE TEACHING OF VALUES

Principals were asked to rate two sets of eighteen values as they thought they should be stressed in the school system (see page 42 for a detailed explanation). As Table 5.10 indicates, the principals believe that schools should give strong emphasis to self-respect and wisdom. In contrast to all other educationally related samples in the study, principals place greater emphasis on equality than on freedom. Terminal values such as a comfortable life, mature love, salvation and pleasure are all clearly perceived as outside the purview of public instruction.

Table 5.10. **PRINCIPAL RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
Self-respect	2.4	Responsible	3.2
Wisdom	2.9	Honest	3.3
Sense of Accomplishment	4.2	Self-Controlled	4.3
Inner Harmony	5.9	Capable	7.4
Equality	6.3	Ambitious	7.6
Freedom	6.7	Broadminded	8.7
Family Security	7.5	Courageous	8.9
Happiness	9.1	Helpful	9.1
World at Peace	10.0	Independent	9.3
True Friendship	10.1	Forgiving	9.3
World of Beauty	11.5	Intellectual	9.8
Social Recognition	11.7	Logical	10.0
National Security	11.8	Imaginative	12.1
An Exciting Life	13.1	Polite	12.2
Comfortable Life	14.4	Obedient	13.1
Mature Love	15.1	Clean	13.6
Salvation	15.5	Cheerful	14.0
Pleasure	15.7	Loving	14.9

Some differences were noted among principals in their orderings of terminal values. The most numerous relationships concerned the distinction between those who have been principals six years or less and those of longer tenure. Newer principals would have students value a world at peace and happiness to a greater extent than older principals. Mean ranks respectively are 8.2 versus 10.9 and 8.3 versus 10.1. Principals of shorter tenure would also have less emphasis placed on national security and social recognition (12.8 versus 10.8 and 12.5 versus 11.3). Finally, principals dissatisfied with their positions give considerably less emphasis to national security (13.3 versus 11.3).

Responsibility, honesty and self-control are the instrumental values which should receive most emphasis according to the principals. Instrumental values which are more clearly related to education, such as being logical, intellectual and imaginative, are ranked fairly low.

Better educated principals, those with more than two years of graduate training, would give higher ranking to being logical (9.5 versus 11.3) while de-emphasizing helpful (9.8 versus 7.8). High school principals also would give being logical a substantially higher rank than would their elementary school counterparts (6.4 versus 10.7). At the same time, principals of high schools give less emphasis to being obedient (14.3 versus 12.3). Finally, tenure proves related to the orderings of instrumental values. Principals of shorter tenure (less than six years) give a higher ranking to being helpful and forgiving (7.6 versus 10.9 and 7.9 versus 10.5). They give a lower ranking to being intellectual and responsible (10.4 versus 8.6 and 3.9 versus 3.5).

SUMMARY AND CONCLUSIONS

The principals' perceptions of public education vary little from those noted among the superintendents and school board members. They seem to be satisfied with the general format of American education, continue to see it as vital to success in life, and advocate not only making education available to those presently excluded but also extending it to cover a larger span of the child's life. Discussion of controversial subjects is approved.

No agreement is noted among the principals in the areas of curriculum change, changes in the process by which educational

decisions are made, or in solutions to overcoming racial difficulties in the schools. Furthermore, these differences in principal attitudes are generally not explained by the variables (education, age, tenure and satisfaction with state schools in general) which proved useful in other analyses. These variables were related to few attitude variations. The only characteristic that proved to have a significant relationship with these opinions was the distinction between high school and elementary principals.

CHAPTER VI

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF SUPERINTENDENTS

(abstract)

The survey of Florida school superintendents took place by mail in the Fall of 1969. Sixty-two of the 67 superintendents in the state completed and returned questionnaires. In many respects the opinions expressed by these 62 superintendents are much like those of the other groups in the study. Generally, they are well satisfied with the basic format of Florida's public educational system while exhibiting only minor criticism toward any specific aspect. Some differences in opinion are noted, however, when such things as educational level, length of tenure, size of district, etc. are taken into account.

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In this chapter the views of superintendents of public instruction on education are explored, utilizing data provided by 62 of the 67 superintendents who completed and returned usable questionnaires.

The responsibilities of the superintendents of public instruction in the state vary considerably. Twenty-eight administer

districts with ten schools or less while eight serve districts with more than 90 schools. There are, however, very few personal differences among superintendents. All are white males, 90 percent are married, 89 percent have children and 84 percent have resided in the state for more than ten years. Extensive graduate education seems to be a prerequisite for this office as 75 percent of the superintendents have completed more than two years of graduate school. Two-thirds of the superintendents are over 36 years of age. Age proves strongly related to the length of time each man has been superintendent (the Gamma = .44). Seventeen superintendents (28 percent) responding to the questionnaire have held their positions for more than eight years. The majority, however, have been in office for six years or less.

Five characteristics were assessed as to their influence on the superintendents' attitudes and values. As noted above, there is variation in age and tenure. Both of these variables were considered in the analysis, although they appeared strongly related. The diversity in district size might well be expected to affect the educator's perceptions of education and for this reason it was also included in the analysis. The size of district proved related to the superintendent's level of education (Gamma = .42) indicating more extensive education among superintendents of larger districts. The final variable, satisfaction with public education in Florida, unearthed additional variation as a basis of dissatisfaction. Satisfaction proved strongly related to educational level and to the size of the district (Gammas = −.45 and −.42 respectively) indicating that the larger the district and the better the education of the superintendent, the more inclined he is to express dissatisfaction with public school education in the state.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Superintendents evaluated the performance of local schools, teachers, courts and police, as well as the overall performance of schools in the state. On each question they were given the alternatives of poor, fair, good, very good, and don't know. Table 6.1 indicates the overall favorable evaluation of all agencies by the superintendents, with local courts and state schools receiv-

Table 6.1. **SUPERINTENDENT SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good	Don't Know
Local Police	5	21	48	24	2
Local Schools	2	18	64	16	0
Local Teachers	2	15	58	23	2
State Schools	2	32	55	10	0
Local Courts	3	32	42	15	3

ing the least favorable evaluation. Noting the lower part of the table, which measures the relationships between expressed satisfaction with the state school system and satisfaction with the local teachers and schools, it appears that superintendents who are satisfied with local schools also tend to be satsified with local teachers and with the state school system as a whole. Tenure in office and age relate to a favorable evaluation of public education in the state. However, better educated superintendents and those from larger districts sharply criticize the overall performance of the schools. While 82 percent of the superintendents from districts of ten or fewer schools give a good or very good evaluation to state schools, this rating decreases to 60 percent among those in districts of 11 to 40 schools and 40 percent in districts larger than 40 schools. Similarly, 80 percent of those with less than two years of graduate school evaluate the schools positively, compared with only 61 percent of those with two or more years of graduate study.

Superintendents who are older, of longer tenure, better educated and administer larger districts give a favorable rating to their local police performance. Also those of longer tenure of larger districts give favorable evaluations to their local courts.

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

As Table 6.2 would suggest, superintendents differ as to what they judge valuable for today's students, focusing primarily

Table 6.2. **SUPERINTENDENT VIEWS AS TO THE MOST AND LEAST VALUABLE ASPECTS OF EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Most Valuable	Percent	Least Valuable	Percent
Discipline	10	Nothing all education is valuable	6
Contact with others	0	Not encouraged to think for self	54
Getting along with others	39	Not relevant, not like real life	11
Learning to communicate	7	New freedom, militancy, protesting, questioning authority	4
Learning to think, to learn	28	Pressure to socialize, extracurricular activities	6
Involvement in the world	0	Facts of life, sex	0
Learning a skill, trade, vocation	2	Narcotics and drugs	0
Specific subject of general or avocational use	14	Specific subject mentioned	13
Specific subject of vocational use	0	Other	6
N = 59	100	N = 48	100

Subjects Mentioned	Percent	Subjects Mentioned	Percent
The fundamentals, 3 R's, grammar	100	Arts and humanities, culture	0
Home economics	0	Physical education	13
Business courses, typing, accounting	0	History and Geography	13
History and geography	0	Foreign Languages	50
The arts and humanities, culture	0	Biology	0
Civics, citizenship, current affairs	0	Other physical sciences	0
Physical sciences	0	Social studies, civics, current affairs	0
Mathematics	0	Mathematics	0
Others	0	Others	24
N = 13	100	N = 8	100

on learning to get along with others and mastering the general processes of thinking and learning. All superintendents who mention a specific course within the context of what is most valuable stress the importance of mastering the fundamentals. However, only 13 of the 62 superintendents mention a specific course.

In sharp contrast to the division among superintendents concerning which is most valuable, 54 percent condemn rote memorization of facts or the failure of schools to encourage students to think for themselves as the least valuable aspects of public education. Four of the eight who name a specific subject see foreign languages as least valuable. With this exception, the failure of superintendents to mention any courses as being least valuable strongly suggest that they do not see any subjects in this context. Rather, they hold courses as secondary to the overall and primary processes of education such as learning to think and to get along with others.

Variations on these questions show few relationships with the characteristics analyzed. Better educated superintendents (those with more than two years of graduate work) stress learning to think as being most valuable (30 percent more) and getting along with others (20 percent less) than do their less educated counterparts. These better educated superintendents are 21 percent more inclined to condemn memorization of facts. Apart from education, the length of time as superintendent also increases the tendency to condemn rote memorization. Sixty-nine percent of superintendents of longer tenure (8 or more years in office) condemn memorization as compared to 47 percent of superintendents of shorter tenure.

Superintendents were asked to name any subjects that should not be taught in the schools. Only 15 believe that such subjects exist. There is little agreement, however, as to what these subjects are. One-third of those who do see some subjects as being inappropriate cite religion. Superintendents of shorter tenure see fewer forbidden subjects, as 74 percent of those holding office for less than eight years assert that no subject should not be taught while only 54 percent of those of longer tenure hold the same opinion. Superintendents from larger districts also are less inclined to believe a specific subject should not be taught. While 68 percent of those administering fewer than 11 schools feel there are such taboo subjects, only 57 percent of those in larger districts agree.

Superintendents were further asked if any subject not presently incorporated in school curricula should be taught. As Table 6.3 indicates, vocational training is the only subject receiving substantial mention. Those seeing vocational subjects as a need stress

the importance of the market for such courses and their help in allowing a student to adjust to a useful role in society.

Only half of the superintendents in districts of medium size (11 to 40 schools) see the need for innovation in courses. Ten percent, however, do mention vocational training. This lack of support for innovation contrasts with the concern of superintendents in both larger and smaller districts for new and better vocational training (55 percent and 52 percent respectively).

Table 6.3. **SUPERINTENDENT VIEWS AS TO WHAT SUBJECTS NOT NOW BEING TAUGHT SHOULD BE TAUGHT AND WHY** (In Percent)

Subjects	Percent
None	29
Vocational subjects requiring less than college preparation	35
Basics	0
Health, sex, and family planning	6
Narcotics, alcohol, and other dangerous solutions to individual tensions	0
Foreign languages	11
Logic, philosophy, and religion	3
Human relations, understanding others including foreigners and Negroes	2
Other subjects	8
No answer	5
N = 62	99

Why	Percent
Other agencies are not teaching	9
Needed by individual to adjust	21
Needed to defend oneself in a complex and threatening world	6
Need by society, will make society better	12
Needed vocationally, there is a demand for such training	18
Just should be taught	9
Needed for more advanced education	18
Society demand and expects it	3
Other reasons	6
N = 34	102

VIEWS ON EDUCATIONAL DECISION-MAKING

There is a strong consensus among superintendents that principals and administrators should make decisions as to teacher retention and that teachers should decide what constitutes passing work. They are sharply divided, however, as to who should have the most influence as to what is taught and whether new school buildings are needed. These findings, evident in Table 6.4, show superintendents would have either administrators or the community decide what is to be taught.

In the case of new school buildings, the superintendents are divided between administrators and the school board.

All but one of the relationships between characteristics of superintendents and their attitudes center on the division concerning what is taught and whether new school buildings are needed. The strongest pattern evident in Table 6.4 is the sharp insistence among superintendents of larger districts that the responsibility for making decisions as to what is taught lies with principals and administrators. They seem to be reluctant to award teachers this decision. This same pattern is also demonstrated among the better educated, which ties in with the earlier observation of the strong relationship between district size and educational background of superintendents. Superintendents of longer tenure also tend to exclude this authority from the teachers and place it instead in the hands of the community.

Superintendents of larger districts award the decision on the need for new school buildings to principals and administrators. Better educated superintendents, however, do not show this pattern, being 18 percent more inclined to give this authority to the community. As Table 6.4 demonstrates, superintendents of longer tenure are more inclined to give the decision concerning the need for new buildings to the school board. The final relationship shown in the table, that between tenure and the attitude as to who should decide what constitutes passing work, shows that superintendents of longer tenure are more inclined to give administrators and principals priority in making this decision than are superintendents of shorter tenure.

Table 6.5 demonstrates the distribution of the superintendents' opinions concerning the role of high school students in educational decision-making. Two patterns stand out: (1) very few

Table 6.4. **SUPERINTENDENT VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision		Mostly the Teachers	Mostly the Princi-pals and Admin.	Mostly the School Board	Mostly the Com-munity	N
Who should have the most say as to what is taught?		16	39	11	34	
Who should make decisions as to which teachers will be retained?		2	93	3	2	
Who should make decisions as to what is passing work for a student?		87	11	2	0	
Who should make decisions as to whether new school buildings are needed?		0	46	41	14	
What is taught	Less than 2 yrs. grad.	36	29	0	36	15
	At least 2 yrs. grad.	10	42	15	34	46
School buildings	Less than 2 yrs. grad.	0	57	43	0	15
	At least 2 yrs. grad.	0	41	41	18	45
School buildings	State sch. poor or fair	0	61	39	0	20
	State sch. good or very good	0	41	39	20	40
What is taught	Less than 7 yrs. as super.	23	43	5	30	44
	More than 7 yrs. as super.	0	33	20	47	17
Passing work	Less than 7 yrs. as super.	93	5	2	0	44
	More than 7 yrs. as super.	69	31	0	0	17
School-buildings	Less than 7 yrs. as super.	0	52	36	12	44
	More than 7 yrs. as super.	0	31	50	19	17
What is taught	Ten or fewer schs. in district	28	28	8	36	28
	11-40 schs. in dist.	10	45	10	35	21
	More than 40 schs. in district	0	67	11	22	11
School buildings	Ten or fewer schs. in district	0	39	39	23	28
	11-40 schs. in dist.	0	45	45	10	21
	More than 40 schs. in district	0	64	36	0	11

superintendents would do more than consult high school students on any one of the decisions—at most 18 percent would give students a vote on deciding what should be taught—and (2) few are inclined to give students consideration concerning teacher retention and school plant needs.

Although no strong relationships are noted, the five mod-

Table 6.5. **SUPERINTENDENT VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision		Not At All	Should Be Consulted	Represented on Committees but no Votes	Represented on Committees with Votes	
What is taught?		2	48	33	18	
Which teachers will be retained?		72	20	8	0	
What is passing work for a student?		21	31	38	10	
Whether new school buildings are needed?		54	23	18	5	
						N
What is taught?	Less than 2 yrs. grad.	0	33	53	13	15
	At least 2 yrs. grad.	2	51	27	20	46
Retaining teachers?	Less than 2 yrs. grad.	87	13	0	0	15
	At least 2 yrs. grad.	67	22	11	0	46
Passing work	Less than 2 yrs. grad.	20	20	53	7	15
	At least 2 yrs. grad.	22	36	31	11	46
School buildings	Less than 2 yrs. grad.	53	27	20	0	15
	At least 2 yrs. grad.	53	22	18	7	46
Passing work	State schs. poor or fair	5	50	40	5	20
	State schs. good or very good	28	23	39	10	40

erate relationships in the table show that better educated superintendents are more divided as to the role of high school students in decision-making. The final relationship shown at the bottom of the table finds superintendents who express dissatisfaction with Florida's educational system to be considerably more inclined to accord students a voice in deciding what is passing work.

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

Generally, the majority of superintendents agree on who is to be held responsible for certain aspects of student behavior (see Table 6.6). Parents are held accountable if the child finds himself in trouble with the law at age 15, damages another person's property at age eight, or if he is honest. The child is credited for doing well either in high school or in the first year of his job. If he fails to earn a living he is also held accountable. Two behaviors show no majority response—doing poorly in school at age eight and lack of success in high school. Both involve the school and, in both cases, the largest number of superintendents condemn the schools for the child's academic failure.

Older superintendents are more apt to attribute a child's anti-social behavior at age 15 to his parents rather than to the child. They are also more inclined to blame the schools rather than the parents for a child's poor performance in high school. Better educated superintendents give considerably more credit to the child for his success in his first job. They are less inclined to blame parents for a child's poor performance in school at age eight. They hold the schools accountable for the child's lack of academic success. Superintendents from larger districts attribute the act of damaging property at age eight to the parents rather than to the child or the system.

Several relationships were noted on the question concerning who is to be held responsible for a child's honesty. Superintendents of shorter tenure and those in larger districts give the child more credit for his honesty than do their counterparts. Finally, while those satisfied with the state's school performance attribute a child's honesty to the system or community 18 percent more so than those who are dissatisfied, both are more inclined to praise the parents for this accomplishment. The central finding of this section of the analysis, however, is that superintendents are inclined to hold schools accountable for the child's performance in either elementary or high school.

Table 6.6. **SUPERINTENDENT VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	Schools	Child	Community or System
Fails to earn a good living after completing schooling	7	2	55	36
Trouble with law for minor offense at 15	60	0	26	14
Does well in first year of job	15	0	70	15
Damaging another person's property at 8 years old	89	2	4	5
Does poorly in school at 8 years old	29	43	4	25
Does well in high school	7	17	62	15
Does poorly in high school	9	34	32	25
Is honest	78	0	11	11

		Parents	Schools	Child	Community or System	N
Trouble at 15	45 years old or less	50	0	35	15	28
	Over 45	69	0	17	14	32
Poorly in H.S.	45 or less	0	54	27	19	28
	Over 45	16	19	32	32	32
Well in 1st job	Less than 2 yrs. grad.	13	0	53	33	15
	At least 2 yrs. grad.	16	0	74	9	46
Poorly in sch. at 8	Less than 2 yrs. grad.	43	36	0	21	15
	At least 2 yrs. grad.	24	44	5	27	46
Honest	State sch. good or fair	89	0	11	0	20
	State sch. good or very good	71	0	12	18	40
Honest	Less than 7 yrs. as super.	73	0	15	13	44
	More than 7 yrs. as super.	92	0	0	8	17
Damaging prop. at 8	Ten or fewer schs. in district	81	4	4	12	28
	11-40 schs. in dist.	95	0	5	0	21
	More than 40 schs. in district	100	0	0	0	11
Honest	Ten or fewer schs. in district	70	0	9	22	28
	11-40 schs. in dist.	79	0	16	5	21
	More than 40 schs. in district	100	0	0	0	11

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

All of the samples including the superintendents were asked to indicate the degree of their approval of the discussion directed by an unbiased teacher of certain controversial subjects in the classroom. Table 6.7 indicates the results.

Superintendents strongly support such discussion. Only one topic, the use and methods of birth control, fails to gain majority approval. However, this topic does find the superintendents evenly divided, with 40 percent approving, 40 percent disapproving and a crucial 20 percent undecided.

Turning to the relationships between approval of these topics and the various characteristics of the superintendents, the support for discussion increases both with the age of the superintendent and with his tenure in office. The only clear exception to this support concerns discussion of the theory of evolution. Older superintendents and superintendents who have been in office a longer period of time show more disapproval. The relationships between age and tenure and support of discussion of the use and methods of birth control, religious beliefs and differences between candidates for public office are not clear. In the last case, younger men are more permissive.

In four instances, superintendents of larger districts are more approving than their counterparts in smaller districts. These concern the use and methods of birth control, religious beliefs, theory of evolution and the problems of unwed mothers and fathers. Understanding these relationships proved difficult inasmuch as both amount of education and dissatisfaction with state schools were unrelated to the discussion of any of these topics. Classroom consideration of religious beliefs and the theory of evolution may well reflect a greater tolerance of such topics in larger, more urban areas. It may be also that the immediacy of the problems of birth control and unwed mothers and fathers in urban areas is also reflected in the superintendent's attitudes.

VIEWS ON A "WELL-RUN" SCHOOL

Superintendents were asked how a "well-run" school differs from one that is "poorly-run." They focused on the importance

Table 6.7. **SUPERINTENDENT APPROVAL OF CLASSROOM DISCUSSIONS OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent and Gammas)

Topic	Strong Disapproval	Disapproval	Undecided	Approval	Strong Approval	Relationship		
						Age	Tenure	Size
The use of alcohol and tobacco among students	8	3	0	45	44	.54	.48	
Conditions of poverty and welfare programs in the U.S.	3	0	3	61	32	.32	.45	
The civil rights movement in Florida	2	5	6	58	29	.33	.35	
Use and methods of birth control	10	30	20	30	10	-.13	.16	-.29
Religious beliefs	13	16	11	43	16	-.09	.21	-.31
The use of drugs and narcotics among students	7	3	2	43	46	.25	.54	
The theory of evolution	7	5	10	58	20	-.06	-.43	-.22
Problems of the unwed mother or father	3	15	8	52	22	.24	.30	-.37
War and peace policies of the U.S.	2	2	2	61	34	.25	.25	
Differences among communist countries	2	0	3	55	40	.31	.50	
Any shortcomings of democracy in the U.S.	2	5	5	57	31	.42	.31	
Differences among candidates for public office	5	10	3	54	28	-.25	.12	

of good administration and having teachers who are open to students and interested in their learning. Of the total response, good administration is stressed by 23 percent and interested teachers by 17 percent. When the focus is confined to "well-run" schools, 34 percent mention good administration and 21 percent cite open teachers as prime characteristics. Only 9 percent see discipline as an essential quality while qualified teachers, individualized instruction and community cooperation receive 7 percent of the mentions. There is no clear consensus among superintendents as to what differentiates a "well-run" from a "poorly-run" school. Approximately one-fourth, however, do single out administrative quality. Forty-three percent of those superintendents who express dissatisfaction with the overall state school system mention administrative quality in contrast to 24 percent of their more satisfied counterparts.

VIEWS ON EDUCATIONAL INNOVATIONS

In Table 6.8 the results of questioning superintendents as to their degree of approval of 15 educational innovations are shown. With the exception of innovations intended to abate racial difficulties in the schools, the overall impression is one of general approval. Nine programs have a clear majority approval while two additional programs find more superintendents approving than disapproving. The three innovative programs which draw clear disapproval are educational parks for either specialized instruction or desegregation, busing for desegregation, and allowing minority control of predominantly minority schools.

As is evidenced in Table 6.9, tenure proves most related to superintendents' attitudes. Superintendents with longer service approve more strongly of state supported vocational training programs, state supported programs for children of migrant workers, educational parks for specialization, special courses for the physically and emotionally handicapped as well as for students of different intelligence. They also approve more strongly of high schools which provide instruction in vocational courses only. Busing students as a solution to integration, combining county school districts and ungraded classes, however, find superintendents of longer tenure more opposed. Older superintendents are also less suppor-

Table 6.8. **SUPERINTENDENT APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Disapproval	Undecided	Approval
Public Kindergartens	0	0	100
Providing special courses for the physically handicapped	0	0	100
A state supported program providing vocational or job training	2	0	98
Providing different courses for children of differing intelligences	0	5	95
Providing special courses for the socially and emotionally handicapped	2	3	95
A State supported program to provide complete schooling through high school for migrant workers' children	3	10	87
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	8	5	87
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	18	18	64
Extending our public schools to offer two years of college available to all	33	12	55
Combining county school systems to provide more educational services	35	20	46
Having school run throughout the year thus making full use of building and completing a child's education earlier	33	23	43
Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	46	18	36
Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools	62	23	15
Allowing minorities to run their own schools in areas where most of the students are from those groups	71	15	15
Busing students from one school to another as a solution to integration	82	10	8

Table 6.9. **RELATIONSHIPS BETWEEN SUPERINTENDENT APPROVAL OF EDUCATIONAL INNOVATIONS AND CHARACTERISTICS** (In Gammas)

Program	Age	Tenure	Education	Size	Satisfaction
Public Kindergarten[1]			.36		
Vocational Training		.59		.42	
Migrant Workers' child ed.		.59			
Educational Parks for specialization		.47	.45	.40	
Busing		-.37		.34	-.53
Educational Parks for integration			-.22		-.03
Combining school districts		-.33		.41	
Ungraded classes	-.43	-.37			
Public College	-.37				
Year-round school	-.26				
Courses for physically handicapped		.68			
Courses for emotionally and socially handicapped		.60			
Different courses for different intelligences		.52			
Vocational high schools		.35			
Minority control of minority schools					

[1]These are only incomplete statements of the programs. The complete wording is included in Table 6.8.

tive of public college and year-round school.

Better educated superintendents are more approving of public kindergartens and educational parks for specialization of instruction. Size of district relates to attitudes on vocational training, educational parks for specialization, busing for integration and combining school districts. In each of these cases superintendents from larger districts are more approving. Finally, those superintendents who express dissatisfaction with the state school system are less opposed to busing as a solution to integrating public schools as only 68 percent disapprove in contrast to 91 percent of those who express satisfaction with state schools. There is little or no relationship between satisfaction and attitudes toward educational parks for desegregation.

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Table 6.10 deals with broad issues presently facing public education within the state. They range from questions dealing with public responsibility for minority opportunities to the importance of education to success in life. Opinions vary considerably.

Superintendents strongly support allowing minorities equal opportunities, governmental assurance of these opportunities, schools teaching respect for all people, and the importance of education to successfully competing in modern society. There is majority support for the expenditure of more money on buildings, teachers and special catch-up classes for the poor, studying Negro history and allowing teachers to join unions. The majority of superintendents also agree that minorities, given equal opportunities, will do as well as other members of the society.

Although superintendents seem to feel that there are plausible reasons for peaceful demonstrations on college campuses, only 32 percent are inclined to agree that the students are justifiably angered at their country's failures. There is strong disagreement (92 percent) with the statement that if schools in poor areas perform adequately they should not be too concerned that schools in wealthy areas have better facilities and teachers.

Younger superintendents, those who have been in office a shorter period of time, and those who express dissatisfaction with the state's public school system are more inclined to agree

Table 6.10. **SUPERINTENDENT ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Disagree	Undecided	Agree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers	92	0	8
Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans	3	0	97
Given equal opportunities and education, such minorities will do just as well as other Americans	23	25	52
Both state and national government should see to it that these minorities have equal education and opportunities	3	2	95
If you want to get ahead, the best way is to get all the education you can	8	3	89
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses	39	8	53
Our schools should teach all students to respect all people regardless of race, creed, or color	2	0	98
Teachers in your community should be allowed to join unions if they want to	22	17	62
Time should be spent on studying the history of Negroes and other minorities	21	14	66
More money should be spent on better buildings and teachers and on special catch up classes to be sure that poor children get as good schooling as others	15	8	77
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures	58	10	32

that minorities should have the same opportunities as others and that the government should ensure these opportunities. The degree of satisfaction with the public school system relates strongly to this attitude. However, the response to the above statement, is a phenomenon of intensity of approval rather than merely approval versus disapproval. For example, sixty percent of those who expressed dissatisfaction with the state school system *strongly* agree that the government should enforce equal opportunities in contrast to 21 percent of those who express satisfaction. The two relationships between age and tenure and the question of whether minorities will perform as well if given equal opportunities, however, are not matters of intensity. Forty-seven percent of the superintendents over 45 agree that minorities will perform as well while 31 percent disagree. Among those under 45, 59 percent agree and only 15 percent disagree. Similarly, among those superintendents who have held office longer than seven years, 35 percent agree with this statement while 30 percent disagree. In contrast, among those of shorter tenure, 58 percent agree while 21 percent disagree.

The size of the district also proves to be related to the belief that minorities should have the same opportunities and that the government should ensure those opportunities. Superintendents of larger districts are more inclined to agree.

Superintendents in districts including more than ten schools are in total agreement as to the importance of receiving an education. They reject (0 percent agree) the statement that adequacy rather than equality should be accepted by schools in poorer districts in contrast to superintendents of smaller districts of whom 15 percent are willing to accept the statement.

The superintendents' level of education proved related only to the issues concerning student protests. A greater percentage of better educated superintendents (69 percent) believe that students do not have the right to be angered at their country's shortcomings as compared to their less educated counterparts (33 percent). This relationship, however, does not pertain to the matter of peaceful demonstrations on the campus. On this question there is little difference of opinion between the two groups.

The Gammas which were obtained between these same characteristics of superintendents and the various educational issues which have just been discussed are reported in Table 6.11.

Table 6.11. **RELATIONSHIPS BETWEEN ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES AND SUPERINTENDENT CHARACTERISTICS** (In Gammas)

Statement	Age	Tenure	Education	Size	Satisfaction
Adequate education is satisfactory[1]				−.47	
Minorities should have same opportunities	−.38	−.31		.41	−.49
Minorities will do as well	−.29	−.39		.01	
Government should see min. have equal opportunity	−.33	−.06		.35	−.61
Get ahead, get an education				.47	−.49
Just reason for peaceful demonstrations	−.39		.13		
Teach respect for all people					
Allow teachers to join unions					
Study Negro history					
Assure equal education for poor					
Anger at country's failures			−.37		

[1]These are only brief mnemonic statements of the actual attitude item. See Table 6.10 for the complete statement.

VIEWS ON THE TEACHING OF VALUES

The superintendents, as other samples in the survey, were asked to order two sets of 18 values as they thought they should be stressed in their schools. (See Page 42 for detailed explanation.)

The majority of the superintendents feel that three terminal values should be stressed (see Table 6.12). These values are wisdom, self-respect and a sense of accomplishment. More than 50 percent of the superintendents rank each of these within the top three values. Values such as national security, living an exciting life, a world of beauty, social recognition and the remaining values

Table 6.12. **SUPERINTENDENT RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
Wisdom	2.4	Honest	1.8
Self-respect	2.9	Responsible	2.5
Sense of Accomplishment	3.6	Self-controlled	5.6
Freedom	5.7	Ambitious	6.4
Inner harmony	6.3	Capable	7.0
Equality	7.5	Logical	8.0
Family security	7.8	Broadminded	8.1
True friendship	9.3	Courageous	8.2
Happiness	9.5	Intellectual	9.3
World at peace	9.6	Independent	9.8
National security	11.6	Helpful	10.2
An exciting life	11.6	Imaginative	10.4
World of beauty	11.8	Forgiving	11.7
Social recognition	13.7	Polite	12.4
Comfortable life	14.7	Clean	13.9
Mature love	15.3	Cheerful	14.4
Salvation	15.8	Obedient	14.9
Pleasure	15.8	Loving	14.9

listed apparently are deemed not within the province of the schools as indicated by a substantial drop in the median rank after the first three.

This emphasis on personal responsibility, motivation and control is also evident when the ranking of instrumental values is considered. Honesty and responsibility receive considerable emphasis. Obvious educational values such as logical, intellectual and imaginative are not as greatly stressed. Notably, other values of social control such as being polite and obedient (these imply accommodation with society rather than personal control) are ranked low as values that should be emphasized in school.

Those superintendents who have evaluated the state school system poorly give a higher median rank to the terminal values of true friendship (7.2 versus 10.4) and lesser emphasis to salvation (17.6 versus 11.0). Another factor which affected the ordering of terminal values was the size of the school districts which the superintendents administered. Those of larger school districts urged greater emphasis on the values of freedom and the sense

of accomplishment while the importance of inner harmony was de-emphasized.

Three relationships were noted concerning the instrumental values. Dissatisfied superintendents give greater emphasis to being loving, affectionate and tender (13.3 versus 16.0) and less emphasis to being honest (2.5 versus 1.4) than satisfied superintendents. Also, superintendents of shorter tenure give more stress to being intellectual, intelligent and reflective (8.7 versus 12.5).

SUMMARY AND CONCLUSIONS

These conclusions are suggested as to the superintendents' perceptions of educational aspects:

1. Many indicate a desirability to move away from rote memorization of facts to more process-oriented learning. This attitude is especially prevalent among better educated superintendents.
2. Little change in existent course offerings is deemed necessary. The need most often cited, addition of vocational training, is mentioned by only 35 percent of the superintendents.
3. Superintendents approve of the discussion of controversial subjects in the classroom. They do not see a need for the banning of any subject.
4. Few would involve high school students in any educational decisions although most are willing to consult students on matters concerning what is taught. Superintendents disagree over the division of responsibility among teachers, principals and administrators, school boards and the community as to what is taught and when new buildings are needed.
5. Superintendents blame the schools for poor elementary school and high school performance by the average child.
6. New solutions to problems posed by integration seem to be needed since current programs are unacceptable to the superintendents. While 97 percent agree that minorities should have equal opportunities, only 52 percent feel that minorities could compete if given equal opportunities.
7. Finally, those superintendents who express dissatisfaction with the state school system also tend to express dissatisfaction with local schools and teachers. the basis of their dissatisfaction arises from the need for quality administration, the need to

give students more rights, at least on the matter of what constitutes passing work, and the need to accomplish harmonious integration of our schools.

CHAPTER VII

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF MEMBERS OF BOARDS OF PUBLIC INSTRUCTION

(abstract)

In the fall of 1969, all 343 members of the 67 boards of public instruction in the state of Florida were mailed their questionnaire and were asked to return the completed form in the same manner. One hundred and thirty-two questionnaires were returned to the Survey Data Center. This report is based upon the analysis of these questionnaires. By and large, the results of this survey suggest that the school board members who were surveyed are generally satisfied with the educational system not only in their districts but throughout the state as a whole. However, there seems to be some division among school board members with regard to the quality of education in the state. Those who are dissatisfied with the quality of education "also express dissatisfaction with the quality of their local schools and teachers. But, their most important characteristic seems to be their feeling that education is failing to give sufficient training in the basics of education."

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In the fall of 1969, the 343 school board members in Florida's 67 school districts were asked to complete a questionnaire assessing their views on certain educational aspects. The response from this sample was not as great as the response from other educationally-oriented groups participating in the survey. No school board member in three counties returned the questionnaire.

In more than a third of the counties (23), only one board member completed the questionnaire. Two board members in 21 counties and more than half the board members in 20 counties participated. In all, 132 questionnaires, representing the opinions of 38 percent of all school board members in the state, were completed and returned. These constitute the data for this chapter.

It is impossible to assess bias, if any, in the questionnaires returned since no available information describes the overall characteristics of school board members throughout the state. However, the personal characteristics of responding board members may be summarized as follows: All are white, 91 percent have lived in Florida longer than ten years, 92 percent are presently married and 99 percent have children. Less than one-fifth (18 percent) are females.

Educationally and occupationally, school board members vary considerably. More than one-fourth, 29 percent, have a high school education or less, 48 percent have completed college and more than 23 percent of these have completed more than two years of graduate school. Interestingly, 39 percent of the school board members received their education outside the State of Florida, while 45 percent completed their education in the state. There is, in addition to the educational level, a similar diversity in the occupations followed by school board members. While 22 percent are professional businessmen and 42 percent are managers or proprietors, 21 percent are primarily concerned with manual occupations such as farming and labor.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Many school board members have contact with the schools apart from their elected office. For example, 71 percent have children in public school and 31 percent either have been teachers or have a spouse who has taught. As Table 7.1 indicates, these educational contacts leave school board members generally satisfied with the performance of local teachers and local schools. These favorable evaluations, judged by the percentage responding that school performance is good or very good, decline markedly when board members are asked to evaluate the performance of

schools throughout the state and of two other local agencies, courts and police. Nevertheless, all categories show favorable evaluations. The school board members' opinions on the overall performance of state schools correlate highly with their evaluations of the performance of other agencies (Gamma = .66 with local teachers, .79 with local schools, .55 with local courts and .31 with local police).

Table 7.1 **SCHOOL BOARD MEMBER SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor	Fair	Good	Very Good
Local Schools	2	20	62	16
Local Teachers	0	19	67	14
State Schools	3	38	53	6
Local Courts	7	34	52	6
Local Police	3	28	51	18

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

The left column of Table 7.2 shows that school board members do not agree on what aspect of education should be most valuable in public education for today's students. The largest number, 32 percent, stress the importance of getting along with others. An additional 12 percent mention the related ideas of discipline and contact with others. These responses suggest the importance of learning interpersonal relations in the public schools as 44 percent of the school board members' responses center around this area. The second largest number, 22 percent, stress the importance of learning to think and to learn. When this figure is taken with the 7 percent who mentioned learning to communicate, a separate category which stresses the importance of scholarly processes is constituted. These two distinct orientations (one group emphasizing interpersonal relationships and the other stressing

Table 7.2. **SCHOOL BOARD MEMBER VIEWS AS TO THE MOST AND LEAST VALUABLE ASPECTS OF EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Most Valuable	Percent	Least Valuable	Percent
Discipline	11	Nothing, all education is valuable	5
Contact with others	1	Not encouraged to think for self	13
Getting along with others	32	Not relevant, not like real life	2
Learning to communicate	7	New freedom, militancy, protesting questioning authority	12
Learning to think, to learn	22	Pressure to socialize, extra-curricular activities	5
Involvement in the world	4	Facts of life, sex	1
Learning a skill, trade, vocation	4	Narcotics and drugs	1
Specific subject of general or avocational use	15	Specific subject mentioned of no general use	25
Specific subject of vocational use	5	Other	36
	100		100
N = 109		N = 67	

Subjects Mentioned	Percent	Subjects Mentioned	Percent
The fundamentals, 3 R's, grammar	50	Arts and Humanities, culture	11
Home economics	2	Physical education	27
Business courses, typing, accounting	2	History and geography	3
History and geography	0	Foreign Languages	8
The arts and humanities, culture	3	Biology	3
Civics, citizenship, current affairs	3	Other Physical sciences	3
Physical sciences	8	Social studies, civics, current affairs	8
Mathematics	27	Mathematics	5
Others	35	Others	32
	100		100
Mentions = 62		Mentions = 37	

the scholarly processes) are frequent findings throughout the survey.

Very few school board members mention a specific subject within the context of what is most valuable. More than half of those who do mention a subject stress the importance of educational fundamentals. Also 27 percent emphasize mathematics. School board members have difficulty in agreeing that any subject or overall process of education is least valuable. Their answers range from statements that everything is valuable and nothing is least valuable to complaints about very specialized courses.

As we mentioned earlier, 41 school board members (31 percent of the respondents) have some type of contact with teaching[1]. This distinction proves to have a substantial impact on their perceptions of what is most valuable and least valuable in public education for today's students. Those who are or have been teachers or who have spouses that teach prove considerably more inclined to mention the fundamentals as being most important (75 percent versus 57 percent). While they tend to condemn social studies and civics more frequently than non-teaching school board members (33 percent versus 5 percent), they focus on general processes rather than specific subjects. Only 11 percent mention a particular subject in contrast to 36 percent of those having no contact with teaching. School board members having children in school (as well as other board members) emphasize the importance of the fundamentals. However, they are three times more inclined to mention the importance of mathematics. They are also more inclined (57 percent to 25 percent) to rate physical education as the least important subject for today's students. Though the school board members who express overall dissatisfaction with state schools give greater emphasis to the importance of fundamentals (75 percent versus 45 percent), they do not stress the importance of mathematics (0 percent versus 23 percent). Dissatisfied board members also feel that instruction concerning the use of narcotics and drugs is the least valuable aspect of public education for today's students (23 percent to 0 percent).

School board members were asked if any subjects not presently being taught should be taught. The overall impression from Table 7.3 is that the board members are satisfied with present course offerings. Fifty-eight percent either do not respond to the question, or state the opinion that nothing is needed. Only 19

[1]The interrelationships between the four differences between school board members: tenure, having children in school, satisfaction with school, and contact with the teaching occupation, proved unrelated to each other and are analyzed separately.

Table 7.3. **SCHOOL BOARD MEMBER VIEWS AS TO WHAT SUBJECTS NOT NOW BEING TAUGHT SHOULD BE TAUGHT AND WHY (In Percent)**

Subject	Percent
None	33
Vocational subjects requiring less than college preparation	19
Basics	3
Health, sex, and family planning	8
Narcotics, alcohol, and other dangerous solutions to individual tensions	0
Foreign languages	8
Logic, philosophy, and religion	3
Human relationships, understanding others including foreigners and Negroes	2
Other subjects	9
No answer	15
N = 130	100

Why	Percent
Other agencies are not teaching	9
Needed by individual to adjust	37
Needed to defend oneself in a complex and threatening world	3
Needed by society, will make society better	9
Needed vocationally, there is a demand for such training	6
Just should be taught	9
Needed for more advanced education	15
Society demands and expects it	5
Other reasons	6
	99
N = 65	

percent mention vocational training as a need. These opinions proved unrelated to any of the distinctions among board members.

On the question of whether any subjects should be banned from the classrooms, 51 percent of the board members feel there are no such subjects. Twenty-six percent, however, do mention sex education. Board members with teaching contacts prove to be more hesitant to ban sex education as only 11 percent would do so compared to 34 percent of those without teaching contacts.

VIEWS ON EDUCATIONAL DECISION-MAKING

Table 7.4 finds approximately three-fourths of the board members feeling that questions concerning teacher retention should be decided by principals and administrators, that teachers should decide what constitutes passing work, and that questions concerning the need for new school buildings should be assigned to the school board. Most feel that principals and administrators should make decisions as to what is taught. About equal numbers of the remaining 45 percent, however, feel that the school board or the community should make this decision. Board members who have served four or more years are substantially more willing to alot the decisions as to what should be taught to the principals and administrators than are their less tenured counterparts (62 percent versus 43 percent).

Table 7.4. **SCHOOL BOARD MEMBER VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision	Mostly the Teachers	Mostly the Principals and Admin.	Mostly the School Board	Mostly the Community
Who should have the most say as to what is taught?	5	50	23	22
Who should make decisions as to which teachers will be retained?	2	76	22	1
Who should make decisions as to what is passing work for a student?	71	26	2	1
Who should make decisions as to whether new school buildings are needed?	2	13	73	12

As Table 7.5 indicates, board members are, for the most part, unwilling to consider the opinions of high school students in questions concerning teacher retention, passing work and the need for new school buildings. The majority, however, will consider high school student opinion on the question concerning what is to be taught. Few board members (8 percent) are willing to give students a vote in decisions on this matter. Once again, tenure proves to be related to the board members' attitudes. While more than 50 percent of those having served four or more years will consider high school students opinions on questions of what is passing work, only 33 percent of shorter tenured board members are willing to do so.

Table 7.5. **SCHOOL BOARD MEMBER VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision	Not at All	Should be Consulted	Represented on Committees but No Votes	Represented on Committees with Votes
What is taught?	19	29	44	8
Which teachers will be retained?	65	18	17	1
What is passing work for a student?	60	17	22	1
Whether new school buildings are needed?	68	15	17	0

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

The majority of school board members, as Table 7.6 indicates, would hold a child responsible for his own behavior, whether good or bad, from high school on, with one exception. The parent would be blamed for a child getting into minor trouble at age 15. Parents, most board members feel, are also responsible for a child who damages another person's property at age eight,

as well as for the child's honesty. The only instance in which schools are clearly held accountable concerns the child's poor performance in school at age eight. About one-fourth of the board members, however, credit the schools for a child's good scholastic performance at the high school level and blame schools for his lack of success. None of the distinctions among school board members proved related to any of these attitudes.

Table 7.6. **SCHOOL BOARD MEMBER VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	Schools	Child	Community or System
Fails to earn a good living after completing school	11	3	64	22
Trouble with law for minor offense at 15	77	0	16	8
Does well in 1st year of job	8	7	77	7
Damaging another person's property at 8 yrs. old	92	0	4	4
Does poorly in school at 8 yrs.	32	42	11	15
Does well in high school	5	22	54	18
Does poorly in high school	12	25	41	22
Is honest	88	1	6	5

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

The overall impression in Table 7.7 is one of approval of the discussion of controversial subjects with the possible exception

of the uses and methods of birth control. Religious beliefs, the theory of evolution and even problems of the unwed mother and father find more than 60 percent of the board members approving their discussion. There are notable minorities, however, who strongly disapprove of classroom discussion of religious beliefs and the theory of evolution, as well as birth control.

Apart from the fact that school board members who are dissatisfied with state schools in general tend to be more opposed to the classroom discussion of religious beliefs (Gamma = .31), most of the notable differences on these questions center around the distinction between those who have contact with the teaching profession and those who do not. (Those who have been teachers tend to be more approving of classroom discussion.)

Table 7.7. **SCHOOL BOARD MEMBER APPROVAL OF CLASSROOM DISCUSSION OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

Topic	Strong Disapproval	Disapproval	Undecided	Approval	Strong Approval
The use of alcohol and tobacco among students	6	5	1	48	41
Conditions of poverty and welfare programs in the U.S.	2	5	3	62	28
The civil rights movement in Florida	6	9	6	59	20
Use and methods of birth control	14	32	16	24	14
Religious beliefs	16	12	7	51	14
The use of drugs and narcotics among students	6	2	2	44	46
The theory of evolution	14	15	10	45	16
Problems of the unwed mother or father	6	20	8	44	23
War and peace policies of the U.S.	2	8	2	64	24
Differences among communist countries	2	4	5	65	24
Any shortcomings of democracy in U.S.	2	5	8	68	17
Differences among candidates for public office	7	12	8	51	23

VIEWS ON A "WELL-RUN" SCHOOL

The school board members were asked in what manner a "poorly-run" school differs from a school that is "well-run." Once again, there is little agreement as to the answer. The largest number of mentions, 25 percent, concern the quality of administration. The only other responses receiving more than 10 percent of the mentions are discipline and emphasizing teachers who are open and interested in their students (20 percent and 18 percent respectively). There is little or no agreement on any of the other specific responses. Evidently, the school board members see quality administration as the key to a "well-run" school.

VIEWS ON EDUCATIONAL INNOVATIONS

The only educational innovations in Table 7.8 which fail to get majority support of school board members are educational parks (either for the purpose of integration or specialized instruction), minority control of predominantly minority schools, busing as a solution to desegregation, and extending public schools to include two years of college. With the exception of the latter program, all of these innovations are intended to cope with the problem of racial segregation and all draw substantial disapproval. Programs such as a state supported vocational training program, vocational high schools as distinct from presently constituted high schools, multiple track educational programs differentiated on the basis of intelligence, public kindergartens, and special courses for the physically and emotionally handicapped, all draw approval. Those innovations which would alter basic format of education in the state, such as combining school districts, ungraded classes and year-round school, draw moderate approval.

Some differentiation is notable among board members on these programs. Those members with children in school are inclined to combine school districts and extend public schools to include two years of college, a difference of 18 percent in the first and 17 percent in the second. This group, is however, substantially

Table 7.8. **SCHOOL BOARD MEMBER APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Disapproval	Undecided	Approval
Public Kindergartens	7	6	87
A state supported program providing vocational or job training	4	2	94
A state supported program to provide complete schooling through high school for migrant workers' children	13	13	74
Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	44	30	26
Busing students from one school to another as a solution to integration in our schools	87	7	6
Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools	63	18	19
Combining county school systems to provide more educational services	35	10	55
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	14	30	55
Extending our public schools to offer two years of college available to all	43	20	36
Having school run throughout the year thus making full use of building and completing a child's education earlier	35	23	42
Providing special courses for the physically handicapped	1	2	97
Providing special courses for the socially and emotionally handicapped	5	7	88
Providing different courses for children of differing intelligences	5	5	90
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	9	6	85
Allowing minorities to run their own schools in areas where most of the students are from those groups	77	10	13

less approving of educational parks to achieve integration. While 29 percent of those with no children in school approve of such a program, only 15 percent of those with children in school do so. Those school board members who are dissatisfied with schools throughout the state are also substantially less inclined to approve extending public schools through college (24 percent versus 43 percent of satisfied respondents). Board members with teaching contacts are more approving of ungraded classes (74 percent versus 47 percent). They are less approving of extending school to include public college (28 percent versus 41 percent). Finally, tenure proves related to responses concerning two programs. Board members of more than four years in office approve more of extending education to include public college (47 percent versus 29 percent) and approve less of busing as a solution to desegregation (77 percent versus 93 percent).

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Topics covered in Table 7.9 deal with a broad range of issues presently facing public education within the state—from questions of public responsibility for minority opportunities to an overall question concerning the importance of education to success in life. Opinions vary considerably, from a low 18 percent who would substitute a standard of adequacy rather than equality for assessing schools in poorer neighborhoods, to a high of 99 percent who agree that minorities should have guaranteed equal opportunities, with the government enforcing these oppurtunities, the importance of teaching respect for all persons regardless of race, creed or color, and finally, the continuing importance of education for success in life. The majority disagree with the statement concerning adequacy as a standard for judging schools, with the justifiability of peaceful demonstrations and of student anger at the country's shortcomings, and with allowing teachers the right to join unions. There is clear disagreement among board members as to whether minorities, even if given equal opportunities and education, would do as well as others.

No one distinction among the school board member shows any substantial relationship to these attitudes. Dissatisfied board

Table 7.9. **SCHOOL BOARD MEMBER ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Disagree	Undecided	Agree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers	81	2	18
Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans	2	0	99
Given equal opportunities and education, such minorities will do just as well as other Americans	40	15	45
Both state and national government should see to it that these minorities have equal education and opportunities	11	2	87
If you want to get ahead, the best way is to get all the education you can	12	8	81
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses	49	7	45
Our schools should teach all students to respect all people regardless of race, creed, or color	2	2	97
Teachers in your community should be allowed to join unions if they want to	45	12	44
Time should be spent on studying the history of Negroes and other minorities	34	17	50
More money should be spent on better buildings and teachers and on special catch-up classes to be sure that poor children get as good schooling as others	15	8	77
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures	64	9	27

members are less inclined to believe that minorities, given equal opportunities, will do as well as others (34 percent versus 54 percent). They are less inclined to believe the government should ensure such opportunities (80 percent versus 96 percent). They are more inclined to consider student anger directed at the nation's failures as justified (40 percent versus 20 percent). School board members of longer tenure are substantially more committed to the importance of education for success in life (91 percent versus 72 percent). Those with children in school disapprove more strongly of applying a standard of adequacy rather than equality in evaluating schools (88 percent versus 68 percent). Finally, those who have some contact with teaching are more permissive of peaceful campus demonstrations (61 percent versus 36 percent).

VIEWS ON THE TEACHING OF VALUES

The school board members were asked to order two sets of 18 values as they thought these should be stressed in the school system. (See page 42 for a detailed explanation.)

As Table 7.10 indicates, three terminal values clearly take precedence in the minds of board members as those that should be stressed. These values, wisdom, self-respect, and a sense of accomplishment are consistently ranked high throughout the sample. Notably, freedom is ranked substantially higher than equality. Turning to the instrumental values, honesty is emphasized as the most essential value which should be taught. Three other values, responsibility, ambitiousness and self-control, are also highly ranked. All of these values are concerned with interpersonal actions. Board members do not rank scholarly values such as intellectual, imaginative and logical as highly as they rank the interpersonal values.

Characteristics of board members which relate to their ranking of terminal values are teaching contact and tenure. Those who have been teachers assign a higher rank to having students appreciate the value of an exciting life, happiness and inner harmony. They put less emphasis on valuing a world at peace, and salvation.

Table 7.11 shows the median rank assigned to each of these values for those with some contact with teaching and those who nave none. Also shown are the differences among board members

Table 7.10. **SCHOOL BOARD MEMBER RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
Wisdom	2.2	Honest	1.9
Self-respect	3.4	Responsible	3.3
Sense of Accomplishment	3.5	Ambitious	5.8
Freedom	5.9	Self-controlled	5.9
Family Security	6.8	Capable	7.1
Inner Harmony	8.6	Courageous	7.4
Happiness	9.1	Broadminded	8.9
Equality	9.7	Logical	9.6
A World at Peace	9.9	Intellectual	10.2
True Friendship	10.1	Independent	10.9
National Security	10.8	Forgiving	10.9
A World of Beauty	11.7	Helpful	11.1
An Exciting Life	11.8	Polite	11.8
Social Recognition	12.6	Imaginative	12.4
Salvation	12.9	Obedient	12.6
A Comfortable Life	14.2	Clean	13.0
Mature Love	14.2	Loving	14.0
Pleasure	16.1	Cheerful	14.2

who have been in office longer versus their shorter tenured counterparts. Board members of longer tenure place greater emphasis on the values of a comfortable life, happiness and wisdom while self-respect is less emphasized. The only difference in value rankings between board members satisfied with the state school system and those who are not centered around the importance of salvation. Dissatisfied board members would rank this value substantially lower. Finally, board members who have children of school age give greater stress to the value of freedom.

Numerous differences are also noted among the board members concerning the instrumental values that they would have emphasized in school. Those with children in school would give less stress to being broad-minded, clean, forgiving and self-controlled (Table 7.11). Those who are dissatisfied would give greater stress to broad-mindedness, capability and independence while de-emphasizing being ambitious, and obedient. Members who have contact with the teaching profession would give greater importance to valuing intellectual in contrast to courageous behavior.

Table 7.11. **RELATIONSHIPS BETWEEN THE RANKING OF TERMINAL AND INSTRUMENTAL VALUES AND SCHOOL BOARD MEMBER CHARACTERISTICS**

Terminal Value	Distinction	
	No Child in School	Child in School
Freedom	6.5	5.0
	Dissatisfied with Schools	Satisfied with Schools
Salvation	16.0	12.3
	Contact with Teaching	No Contact with Teaching
An Exciting Life	9.7	12.4
Happiness	7.3	9.9
Inner Harmony	7.3	9.3
A World at Peace	11.5	8.7
Salvation	16.2	11.4
	Short Tenure	Long Tenure
Self-respect	2.9	4.3
A Comfortable Life	14.5	12.3
Happiness	9.8	7.8
Wisdom	2.8	1.6
Instrumental Value	**Distinction**	
	No Child in School	Child in School
Broadminded	6.3	9.3
Clean	11.8	13.7
Forgiving	8.8	11.7
Self-controlled	5.1	6.6
	Dissatisfied with Schools	Satisfied with Schools
Broadminded	7.9	9.6
Capable	6.3	7.2
Independent	9.6	13.5
Ambitious	7.0	5.0
Obedient	14.7	11.1
	Contact with Teaching	No Contact with Teaching
Intellectual	7.0	11.8
Courageous	9.8	6.1

SUMMARY AND CONCLUSION

Not unlike the superintendents, school board members seem satisfied with the educational system both in their districts as well as throughout the state. Most place greater emphasis on teaching values in the public school system which relate to social interactions. Their dissatisfactions seem to be relatively individualistic, with few agreeing on any one phenomenon. Apart from the questions concerning who should make decisions as to what is taught, few board members find any reason to question conventional allocations of educational decisions. They prove willing to listen to students on the matter of what is taught, but only a small number would give them any voice in the final decision-making process. With the exception of the use and methods of birth control, the majority would approve of the discussion of most controversial subjects in the classroom. They support, and therefore presumably see the desirability for, educational innovation in the area of extending traditional public school education to emotionally, economically and socially excluded children. They moderately support innovations that would alter but not entirely disrupt the basic format of education. In the area of desegregating schools, they are strongly resistant, with many expressing doubt as to whether minorities would do as well even if they were given equal opportunities.

Finally, those school board members who are dissatisfied with the quality of education in the state also express some dissatisfaction with the quality of their local schools and teachers. However, their most important characteristic seems to be their feeling that education is failing to give sufficient training in the basics. In contrast to their more satisfied counterparts, they would have schools forego teaching students to value salvation and would have schools give greater stress to valuing capability and independence. The thrust of their dissatisfaction, however, seems highly individualistic or at least is untapped by the lengthy questionnaire.

CHAPTER VIII

FLORIDA EDUCATIONAL OPINION SURVEY: VIEWS OF EMPLOYERS OF GRADUATES OF PUBLIC SCHOOLS

(abstract)

Concurrent with the School Board Member Survey (see Chapter VII), a random sample of 1013 employers of graduates of Florida's public schools were administered a questionnaire comparable to other sub-populations included in this survey report. The procedure for questioning the employers was similar to the aforementioned group in that the survey instrument was mailed to the employers and they, in the same manner, returned it to the Survey Data Center. The final report is based on 126 completed and usable questionnaires. While the group of employers in their sample cannot be considered representative of employers in the state as a whole, it is apparent that those surveyed were not entirely satisfied with Florida's school curriculum as they view it. They feel that greater emphasis should be placed on "fundamentals and less on extra-curricular activities and non-basic courses." This type of education they see as having been most valuable for themselves, and accordingly, will prove most valuable for today's students.

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

In the fall of 1969, the Survey Data Center of Florida State University contacted 1,013 employers of graduates of Florida's

educational system by mail. Although a strong appeal was made for cooperation, only 12.4 percent of those contacted returned usable questionnaires. The original intention was to report on various types of employers. It was impractical to fulfill this intention, however, due to the low return. This report is based on the characteristics and attitudes of the 126 employers who responded to the questionnaire.

The reasons influencing the employers' decision concerning whether or not to complete and return the questionnaire are not known. Therefore, the degree of bias on the part of the respondents is not ascertainable. It is known that 98 percent of the respondents are white and 85 percent are male.

The respondents have a professional and personal interest in Florida schools. Seventy percent of these employers require only one in five of their employees to have more than a high school education. Thus, the formal education of 80 percent of these employees is expected to be furnished by the public school system. In addition to the educational requirements of the firm, the typical respondent is interested in the educational system because he has children in the public schools. Sixty percent of all employers who responded to the questionnaire fall into this category. Reflecting this interest, the typical employer is apt to participate in the political aspects of education. Table 8.1 shows that 91 percent of the employers voted in the last school board election. Furthermore, 82 percent had received some information concerning the school system within the last month. This information was obtained

Table 8.1. **EMPLOYER EDUCATIONAL INVOLVEMENT** (In Percent)

Action	Proportion Participating
Voted in last School Board election	91
Read newspapers on School Board in last month	82
Discussed schools at least once in the last month	68
Attended School Board meeting in the last year	21

from the newspapers or by discussing aspects of the schools with friends. Also, 21 percent had attended a school board meeting within the past year.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

Employers are not particularly satisfied with the performance of the schools. In comparison to other governmental agencies, schools are perceived more favorably than local courts but less favorably than local police. Opinion concerning the performance of local teachers is divided. Forty-three percent characterize their performance as good or very good, while 42 percent feel that teachers are doing only a fair or a poor job (see Table 8.2). Local and state schools receive an unfavorable evaluation from Florida businessmen, as 57 percent of the respondents feel the local schools are doing at best only a fair job. Less than two percent feel that the state schools are performing outstandingly.

Table 8.2. **EMPLOYER SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)

Agency	Poor Job	Fair Job	Good Job	Very Good Job	Don't Know
Local Teachers	7	35	36	7	15
Local Schools	12	45	30	3	10
Local Courts	21	39	26	4	10
Local Police	8	24	49	15	4
State Schools	8	40	31	2	19

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

Respondents were asked what aspects of their own educational experience has proven most valuable and least valuable to them and what aspects they thought would be most and least valuable for today's students (see Table 8.3). Almost half mention a specific subject as the most valuable aspect for themselves (47 percent) or today's students (49 percent). However, almost 30 percent mentioned interpersonal relations (discipline, contact with others, or getting along with others) as most important for themselves and 24 percent mentioned interpersonal relations as most important for today's students. Finally, general processes (learning to think, to communicate and to learn) were mentioned as most valuable for themselves and for today's students by one-fifth of the respondents.

Table 8.3. **EMPLOYER VIEWS AS TO THE MOST VALUABLE ASPECTS OF EDUCATION FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent)

Aspects of Education	Personal	Today's Student
Discipline	12	11
Contact with others	2	0
Getting along with others	15	13
Learning to communicate	4	6
Learning to learn, to think	16	14
Involvement in the world	0	2
Learning a skill, trade, or vocation	4	5
Specific subject of general use	31	43
Specific subject of vocational use	16	6
	100	100

When asked the least valuable aspect of their education, employers tend to center most of their dissatisfaction on a specific subject (74 percent). The remaining respondents (16 percent) could cite no aspect as being least valuable for themselves. Concerning which aspects of education are least valuable for today's students, the opinion is more divergent. A specific subject is mentioned by 38 percent. Fourteen percent, however, feel that the education received by today's students is not relevant to life in its reality. As Table 8.4 illustrates, there is also scattered disapproval of other aspects as well.

Table 8.4. **EMPLOYER VIEWS AS TO THE LEAST VALUABLE ASPECTS OF EDUCATION FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent)

Aspects of Education	Personal	Today's Students
Nothing, all education is valuable	16	16
Not encouraged to think for self	6	8
Not relevant, not like real life	3	14
New freedom, militancy, protesting, questioning authority	0	6
Pressure to socialize, extracurricular activities	0	2
Facts of life, sex	0	2
Specific subject	74	38
Other	1	12
	100	98

There is no significant difference in the subjects employers feel were most valuable to themselves and those they feel are most valuable for today's student. Eighty percent mention the fundamentals and mathematics as most valuable to themselves while 74 percent rate the same two aspects as most valuable for today's students (see Table 8.5). Business courses, social sciences and physical sciences rank far below the fundamentals as most valuable

for both groups but these areas do receive some mention. The only possible difference between subjects valuable for the employers and also valuable for today's students is in the area of the social sciences. Six percent of the respondents rate social sciences (civics, citizenship, current affairs) as being most valuable for today's students while only 2 percent rate this area of study as being most valuable for themselves.

Table 8.5. **EMPLOYER VIEWS AS TO THE MOST VALUABLE SUBJECTS FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent with All Mentions Combined)

Subject	Personal	Today's Students
The fundamentals, 3 R's	38	35
Home Economics	3	0
Business courses, typing, accounting, etc.	6	7
History and geography	3	2
Arts and humanities, culture	1	0
Civics, citizenship, current affairs	2	6
Physical sciences	3	5
Mathematics	42	39
Other	2	6
	100	100
	N=85	N=109

Table 8.6 is difficult to interpret since only a small number of respondents mention a subject as least valuable for today's students. One striking aspect of this table is the diversity between subjects cited by employers as least valuable for themselves and those they deem least valuable for today's students. On no subject do the two percentages coincide.

Generally, employers give schools an unfavorable evaluation. Although they see multiple aspects of the educational experi-

Table 8.6. **EMPLOYER VIEWS AS TO THE LEAST VALUABLE SUBJECTS FOR THEMSELVES AND TODAY'S STUDENTS** (In Percent with All Mentions Combined)

Subject	Personal	Today's Students
Arts, humanities, culture	11	23
Physical education	1	20
History and geography	25	7
Foreign Languages	21	7
Biology	1	0
Other physical sciences	15	7
Social science, civics, current affairs	2	10
Mathematics	10	0
Other	14	26
	100	100
	(N=93)	(N=30)

ence as valuable, they insist that more emphasis be placed on the fundamentals when their attention turns specifically to subject matter. They see little value in relatively new course offerings such as arts, culture and humanities. Furthermore, they question the utility of traditional nonfundamental courses such as physical education. They believe that courses should be relevant to life as they see it.

Next, respondents were asked if there were any subjects which should not be taught in the public school system (Table 8.7). This question was not answered by 36 percent of the sample. Of those responding, 62 percent feel there is no subject that should not be taught. One subject, sex education, does receive some mention. Even on this issue, only 12 percent of all employers feel that sex education should not be taught in the classroom. Less than 20 percent of those who give a specific answer mention sex education.

Table 8.7. **EMPLOYER VIEWS AS TO WHAT SUBJECTS SHOULD NOT BE TAUGHT IN SCHOOLS** (In Percent)

What Should Not be Taught	Employers Answering Question	All Employers
Nothing, everything should be taught	62	40
Sex education	19	12
Religion	4	2
Physical education	3	2
Non-basics	5	3
Other	7	5
No Response	N.A.	36

VIEWS ON EDUCATIONAL DECISION-MAKING

Employers feel that students should have little or no voice in educational decision-making. On three of the four educational decisions enumerated in Table 8.8 a majority believe that students should have no role in making such decisions. Only when considering what should be taught do a majority of employers say that high school students' opinions should be considered. On this question the students would be granted a place on decision-making committees, but probably without a vote.

Who then should make these educational decisions? Typically, employers accord school administrators the authority to make decisions concerning which teachers should be retained (see Table 8.9). They accord teachers the major role in deciding what constitutes passing work for students. In the employers' opinion, the need for school buildings should be decided either by the community or elected officials on the school board. Only on the issue concerning what should be taught is there substantial disagreement. One segment (45 percent) would leave this decision to teachers and administrators while another segment (55 percent) would leave such decisions in the hands of the community and the school board.

Table 8.8. **EMPLOYER VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Decision	Not at All	Should be Consulted	Represented on Committees but No Votes	Represented on Committees with Votes
What is taught?	29	18	31	22
Which teachers will be retained?	53	18	20	9
What is passing work for a student?	60	19	15	6
Whether new school buildings are needed?	62	13	15	10

Table 8.9. **EMPLOYER VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Decision	Mostly the Teachers	Mostly the Principals and Administrators	Mostly the School Board	Mostly the Community
Who should have the most say as to what is taught?	12	33	19	36
Who should make decisions as to which teachers will be retained?	3	65	22	10
Who should make decisions as to what is passing work for a student?	71	22	6	1
Who should make decisions as to whether new school buildings are needed?	3	13	42	42

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

Few employers hold the schools accountable for the behavior of students. Only about one employer in five feels that schools are responsible for student performance in the classroom. The largest number (29 percent) hold schools responsible if a child does poorly in school at age 8 (see Table 8.10). Parents are held responsible for the child who damages the property of another at age 8, the child who is in trouble with the law at age 15 and for the general honesty of the child. Employers hold the child responsible for performing well in high school (58 percent), and for doing well in his first job (68 percent). The child is responsible if he fails to earn a good living after completing his education (63 percent).

Table 8.10. **EMPLOYER VIEWS AS TO WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN** (In Percent)

Behavior	Parents	Schools	Child	Community or System
Fails to earn a good living after completing schooling	19	3	63	15
Trouble with law for minor offense at 15	78	0	9	13
Does well in first year of job	12	8	68	12
Damaging another person's property at 8 years old	96	0	3	2
Does poorly in school at 8 years old	45	29	4	21
Does well in high school	5	24	58	13
Does poorly in high school	19	18	41	22
Is honest	88	0	5	7

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

Respondents were also asked to approve or disapprove classroom discussion of certain controversial subjects when directed by an unbiased teacher. The discussion of only two topics, the use and methods of birth control and of religious beliefs, are disapproved by as much as 20 percent of the sample (Table 8.11). The discussion of the remaining topics are readily approved.

Table 8.11. **EMPLOYER APPROVAL OF CLASSROOM DISCUSSION OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

Topics for Discussion or Debate	Strong Approval	Approval	Undecided	Disapproval	Strong Disapproval
The use of alcohol and tobacco among students	42	40	4	4	10
Conditions of poverty and welfare programs in the U.S.	36	44	5	7	8
The civil rights movement in Fla.	31	48	5	8	8
The use and methods of birth control	31	26	11	13	19
Religious beliefs	25	37	5	17	16
The use of drugs and narcotics among students	44	36	2	2	16
The theory of evolution	25	46	10	7	12
Problems of the unwed mother and father	33	43	8	8	8
War and peace policies of the U.S.	36	50	3	4	7
Differences among communist countries	34	54	5	1	6
Any shortcomings of democracy in the U.S.	33	52	2	7	6
Differences among candidates for public office	36	46	7	5	6

VIEWS ON A "WELL-RUN" SCHOOL

Table 8.12 indicates some of the criteria employers believe to differentiate a "well-run" from a "poorly-run" school. Forty percent of the respondents, however, cite no criteria for differentiation. Also, only three alternatives receive mention by more than ten percent of those responding to this question. A disciplined,

Table 8.12. **EMPLOYER VIEWS ON THE QUALITIES THAT DISTINGUISH A "WELL-RUN" SCHOOL FROM A "POORLY-RUN" SCHOOL** (In Percent)

Response	First Answer	Second Answer	Combined Answers Excluding No Answers
Disciplined, Orderly	16	2	22
Well Administered	11	3	17
Qualified Teachers	5	5	13
Teachers Open and Interested	4	1	6
Curriculum Technically Up-to-Date	2	2	4
Good Plant and Facilities	1	1	2
Tailored to Vocational Needs	2	0	2
Has Community Cooperation	1	0	1
No Overcrowding	0	1	1
Individualized Instruction	0	1	1
Other	19	8	32
No Answer	40	76	N.A.
	101	100	101

orderly system is the most frequently mentioned distinction between a "well-run" and "poorly-run" school. Mentioned almost as frequently is the opinion that a "well-run" school is well administered. A third distinction is that a "well-run" school should have qualified teachers. No other item receives significant mention. Employers apparently believe that good administration determines school quality.

If an employer feels schools are "poorly-run," what action would he be inclined to take? We asked employers what would be their first action if they considered their schools "poorly-run," what their second action would be if the first failed to produce results, and what they would be least inclined to do about the situation. The majority stated that they would be most inclined to contact school officials personally about the problem. Their second inclination would be to form a group to do so. They would be least likely to organize a protest or to take the problem to the courts (Table 8.13).

Table 8.13. **EMPLOYER VIEWS AS TO WHAT ACTIONS SHOULD BE TAKEN IF UNHAPPY WITH THE MANNER IN WHICH THE SCHOOL SYSTEM WAS BEING RUN** (In Percent)

Response	Most Likely	Second Most Likely	Least Likely
Personally write or contact school officials	55	23	3
Form a group to take the problem to school officials	29	36	1
Work through friends and connections who know school officials	7	18	6
Threaten not to vote for officials	0	9	14
Organize a protest demonstration	0	4	53
Go to court	2	7	23
Probably do nothing	7	3	N.A.
	100	100	100

VIEWS ON EDUCATIONAL INNOVATIONS

When asked to approve or disapprove of selected educational programs either in existence or proposed, employers distinguish among three types. Traditional programs such as special courses for physically, emotionally or socially handicapped, vocational education and public kindergartens receive a majority support. Less familiar programs such as combining county school systems, year-round school, ungraded classes and educational parks fail to receive either substantial support or opposition. From 10 to 20 percent of the respondents are undecided about these proposals (Table 8.14 next page). Only programs involving integration receive strong opposition. Busing as a means of accomplishing integration is approved by only five percent. The concept of educational parks might seem to be acceptable, or certainly is considered the least objectionable solution to this problem.

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

While employers believe strongly that minorities should receive the same opportunities as others (98 percent) they do not readily agree that minorities will perform as well as others even if they receive such opportunities (62 percent). Nevertheless, 82 percent believe the government should ensure that equal educational opportunities are provided to minorities and believe as emphatically (85 percent) that education is essential to success in life. Employers also support the expenditure of more money to improve teaching and plant facilities in poorer schools and providing remedial classes for poorer students. There is also near unanimous approval (93 percent) of teaching students to respect all persons regardless of race, creed or color (Table 8.15).

VIEWS ON THE TEACHING OF VALUES

Employers were asked what values should be stressed in schools. The Rokeach value survey instrument of terminal and

Table 8.14. **EMPLOYER APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Program	Dis-approval	Unde-cided	Approval
Providing special courses for the physically handicapped	2	2	96
A state-supported program providing vocational or job training	6	4	90
Providing special courses for the socially and emotionally handicapped	7	4	89
In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training	12	3	85
Providing different courses for children of differing intelligences	10	8	82
Public kindergartens	15	7	78
A state-supported program to provide complete schooling through high school for migrant workers' children	20	8	72
Extending our public schools to offer two years of college available to all	27	12	61
Combining county school systems to provide more educational services	24	19	57
Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching	40	11	49
Having school run throughout the year thus making full use of building and completing a child's education earlier	40	14	46
Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.	48	21	31
Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools	54	17	29
Allowing minorities to run their own schools in areas where most of the students are from those groups	65	12	23
Busing students from one school to another as a solution to integration in our schools	88	7	5

Table 8.15. **EMPLOYER ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Statement	Dis-agree	Unde-cided	Agree
If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped & get better teachers	75	2	23
If you want to get ahead, the best way is to get all the education you can	12	3	85
Minorities, such as Negroes & Spanish-speaking Americans, should have all the same opportunities as other Americans	2	0	98
Given equal opportunities & education, such minorities will do just as well as other Americans	26	12	62
Both state and national government should see to it that these minorities have equal education and opportunities	12	6	82
Our schools should teach all students to respect all people regardless of race, creed, or color	5	2	93
Time should be spent on studying the history of Negroes & other minorities	31	12	57
More money should be spent on better buildings and teachers and on special catch-up classes to be sure that poor children get as good schooling as others	17	5	78
Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses	48	7	45
Although our country may have given students much which they should be thankful for, they are right in being angered by its failures	56	14	30
Teachers in your community should be allowed to join unions if they want to	43	17	40

instrumental values was utilized. This instrument is explained in detail on page 42. Generally, employers' preferences for values to be taught differ only slightly from those of other adult samples. The Spearman Rank Order correlation between the employers' preferences and the preferences of other adult samples for both terminal and instrumental values is .92, which reflects almost complete agreement (see Table 8.16). The only values on which there is great diversity between employers and other adults are a world at peace, salvation, logical and obedient. Employers would stress peace, salvation and obedient less and logical more than the general public.

Table 8.16. **EMPLOYER RANKING OF TERMINAL AND INSTRUMENTAL VALUES**

Terminal Values	Median	Instrumental Values	Median
Wisdom	2.3	Honest	3.1
Freedom	4.3	Ambitious	4.3
Self-Respect	4.4	Responsible	4.5
Sense of Accomplishment	4.4	Self-Controlled	7.2
		Capable	7.7
Family Security	6.3	Broadminded	7.7
Equality	7.6	Independent	8.3
World at Peace	8.5	Courageous	8.5
Inner Harmony	8.6	Logical	9.9
True Friendship	10.4	Intellectual	10.3
Happiness	10.4	Clean	10.5
National Security	11.2	Forgiving	10.7
World of Beauty	12.1	Polite	11.5
Social Recognition	12.6	Helpful	11.7
Comfortable Life	13.0	Imaginative	11.8
Mature Love	13.2	Obedient	13.4
An Exciting Life	13.5	Cheerful	13.7
Salvation	13.7	Loving	14.0
Pleasure	15.3		

Four terminal and three instrumental values are ranked among the top values to be stressed in the schools by at least half of the employers. Half of the respondents place wisdom either first or second. Freedom, a sense of accomplishment and self-respect are each ranked in one of the first four positions by half of the employers. Instrumental values which schools should stress

are honest, ambitious, and responsible. Values employers feel should not be stressed include pleasure, obedient, cheerful and loving.

SUMMARY AND CONCLUSIONS

1. Employers in the State of Florida are not wholly satisfied with the schools. They would like more emphasis placed on the fundamentals and less placed on extracurricular activities and non-basic courses. Employers feel that this "down to earth" type of education was most valuable for themselves and will prove most valuable for today's students. Employers mention only one subject, civics, which they feel should receive more attention now than it did in their day.

2. Employers feel that any subject may be discussed in the classroom. No subject should be banned.

3. Achieving integration by the use of educational parks is least opposed by employers as a solution to the problem of integration. No solution, however, is approved by more than 30 percent. Almost all employers (98 percent) felt that minorities should have equal opportunities but less than two-thirds (62 percent) believe minorities will perform as well as others when given these equal opportunities.

4. The only criteria for distinguishing a "well-run" school mentioned by at least one out of five respondents are systems that are disciplined and well administered. If schools do not meet these criteria, employers are apt to make their displeasure known by contacting school officials, either personally or through a group.

5. Schools are not perceived by employers as responsible for the behavior of children. The students assume this responsibility from the parents as they move into and through high school. While they are responsible for their behavior in high school, the students are accorded no influence over their educational environment by the majority of employers except on the issue of what is to be taught.

6. The most dominant single theme expressed by employers is discipline. Disciplined, orderly schools function more efficiently in their opinion. Current discipline problems, such as the use of alcohol and drugs, receive high approval for classroom

discussion. Student displeasure, which has led to undisciplined universities and the right of teachers to join unions, are the only attitude areas in which employers do not seem to generally agree.

CHAPTER IX

FLORIDA EDUCATIONAL OPINION SURVEY: A COMPARISON OF VIEWS ON SELECTED TOPICS

(abstract)

As a final phase of the opinion study, an attempt was made to compare the members of the seven subpopulations with respect to their responses to items common to the different survey instruments. While there are some exceptions, in general, it would seem that when differences do occur among the members of the various subpopulations, these differences tend to form respondents into three different groups—students, educators (including teachers, principals, superintendents and school board members) and public (including adult residents and employers).

SURVEY BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

During the period from August, 1969, through early February, 1970, the Survey Data Center of Florida State University gathered information and opinions concerning different aspects of education from 3,072 persons in seven samples from the entire State of Florida. These samples, the number and percent of completed interviews and the number of attempted interviews were as follows:

		Percent
Adult Public	703 of 856	82.12
Students (9th and 12th graders)	1,457 of 1,497	97.33
Employers	126 of 1,013	12.44
Teachers	437 of 597	73.20
School Board Members	132 of 343	38.48
Principals	155 of 275	56.36
Superintendents of Public Instruction	62 of 67	92.54
Totals	3,072 of 4,648	66.09

In the case of the superintendents and the members of school boards, an attempt was made to gather information from the total sample.

A word should be said about possible biases within each sample. The evaluation of the adult sample is considered carefully elsewhere (Chapter 2). Generally, the adult sample is over representative of white females. The racial balance is offset by the black males, and sex proves unrelated to most of the educational attitudes solicited. The student and teacher samples achieve sufficiently high completion rates (97 percent and 73 percent respectively). Therefore, little bias seems probable. In contrast, the 56 percent return of the principals, the 38 percent return of school board members and 12 percent return of employers are subject to great concern. No population parameters were available for any of these samples. Therefore, possible bias should be considered in these three groups. Finally, the 62 out of a possible 67 returns from the superintendents of public instruction justifies full confidence in these data.

The analyses in this chapter are quite straightforward. For each question or set of questions the overall response of each sample is given and variations within the samples are considered.

VIEWS ON THE PERFORMANCE OF SCHOOLS AND OTHER PUBLIC AGENCIES

The overall impression of Table 9.1 is that of general satisfaction with the performance of the agencies evaluated. Only the

performance of local courts and state schools are rated below good or very good by majorities in some of the samples. The four samples constituting what we will refer to as educators (superintendents, principals, school board members and teachers) show consistent favorable evaluations of the agencies involved. In terms of ranking the degree of approval of the various performances, teachers are frequently ranked first or second, sharing these positions with local schools in two cases. With the exception of the evaluation of local police, the employer group shows the greatest overall dissatisfaction.

Table 9.1. **COMPARISON OF RESPONDENT SATISFACTION WITH THE PERFORMANCE OF TEACHERS, SCHOOLS AND OTHER PUBLIC AGENCIES** (In Percent)[1]

Sample	Local Teachers	Local Schools	Local Courts	Local Police	State Schools
Adults	49	49	38	60	45
Students	65	61	46	56	48
Employers	43	33	30	64	33
Teachers	79	65	46	71	44
School Board	81	78	58	69	59
Principals	90	89	56	80	73
Superintendents	81	81	57	72	65

[1]Based upon response categroies "good" and "very good" only.

VIEWS ON WHAT IS MOST AND LEAST VALUABLE IN PUBLIC EDUCATION

All samples were asked to cite what they believed to be most valuable for today's students both in and outside the classroom. The results are presented in Tables 9.2 and 9.3. Table 9.2, summarizing the overall response of the different samples, again evidences the distinction between educators and noneducators. Adults, students and employers are more inclined to mention a specific subject either of general or vocational use than are educators. Students show a unique concern for vocational aspects. In contrast, educators focus on those aspects of education which teach social control. They are more inclined to mention self-discipline and getting along with others as being most valuable.

Table 9.2. **COMPARISON OF RESPONDENT VIEWS AS TO THE MOST VALUABLE ASPECTS OF TODAY'S SCHOOLS**
(In Percent)

Sample	Self-Discipline	Contact with Others	Getting Along With Others	Learning to Communicate	Learning to Think Logically	Involvement in the World	Learning a Vocation	Specific Subject of General Use	Specific Subject of Vocational Use
Adults	6	1	10	4	6	2	4	59	8
Students	5	3	19	5	5	5	3	30	24
Employers	11	0	13	6	14	2	5	43	6
Teachers	20	2	23	8	27	2	3	12	3
School Board	11	1	32	7	22	4	4	15	5
Principals	13	1	42	8	18	2	2	13	1
Superintendents	10	0	39	7	28	0	2	14	0

Table 9.3. **COMPARISON OF RESPONDENT VIEWS AS TO THE MOST VALUABLE SUBJECTS FOR TODAY'S STUDENTS**
(In Percent)

Sample	The 3 R's, Fundamentals	Vocational Courses	Business Courses	History	Humanities	Civics, Social Studies	Physical Sciences	Math	Others
Adults	22	1	2	4	1	5	24	33	9
Students	22	8	8	4	5	10	12	20	11
Employers	35	0	7	2	0	6	5	39	6
Teachers	48	7	3	3	2	9	5	16	6
School Board	52	2	2	0	0	3	8	28	5
Principals	73	2	2	0	2	12	0	0	7
Superintendents	81	0	0	0	0	0	0	19	0

The only other response which receives substantial mention is learning to think logically. This response, again, seems to be more characteristic of educators.

If the respondent mentions a subject as being most valuable, it is tabulated in Table 9.3. As noted earlier, educators are not inclined to mention specific subjects. If they do mention a subject, however, it is the fundamentals. This characteristic is especially inherent to superintendents. The public, students and employers are more divided in the subjects that they mention. Mathematics and physical sciences receive the preponderant response.

In a parallel question, each of the samples was asked to list that aspect of public education which they thought was least valuable for today's students. Once again they were asked to consider the curricular as well as the noncurricular aspects of education. Table 9.4 gives the overall percentages of their responses and Table 9.5 gives the specific subjects mentioned.

The educator/noneducator distinction is also demonstrated by this set of responses. In Table 9.4, educators condemn memorization of facts and mention few courses. Noneducators are most inclined to say that no aspect of the educational process is least valuable. Although a minority mention a specific subject, Table 9.5 shows that both educators and noneducators (adults, students, employers, teachers and principals) tend to cite arts, culture and related subjects as being least valuable. The students are most critical of physical education. The unique aspect of the students' response, however, is their displeasure with the physical sciences. The broad diversity of responses concerning the least valuable subject in today's education is noteworthy. The samples show no substantial agreement.

The responses in Table 9.6 are to a question asked of each sample: whether any subject should be banned from the classroom. The overall impression is that all samples are most inclined to believe there are no such subjects. However, the elimination of sex education from the school curriculum does receive some support, especially from school board members. Notably, only 14 percent of the students name a subject that should be banned.

Finally, all samples, with the exception of adults, were asked whether any courses not now being taught should be taught. (Table 9.7) A majority of the students (51 percent) believe that there are no such subjects. Less than a majority of all other samples share the students' opinion. The most frequently cited need is instruction in vocational subjects, mentioned by 35 percent of the superintendents, 25 percent of the teachers, 24 percent of

Table 9.4. **COMPARISON OF RESPONDENT VIEWS AS TO THE LEAST VALUABLE ASPECTS OF EDUCATION FOR TODAY'S STUDENTS** (In Percent)

Sample	Nothing	Memorized Facts	Irrelevant Courses	Questioning Authority	Over-Socialization	Sex, Evolution	Narcotics, Drugs	Specific Subj. of No Use	Others
Adults	25	2	4	4	3	3	4	42	11
Students	19	4	4	0	1	0	0	64	9
Employers	16	8	14	6	2	2	2	38	12
Teachers	8	31	11	3	4	1	1	26	15
School Board	5	14	2	9	3	2	2	27	38
Principals	5	33	24	4	1	1	1	12	19
Superintendents	6	54	10	4	6	0	0	13	6

Table 9.5. **COMPARISON OF RESPONDENT VIEWS AS TO THE LEAST VALUABLE SUBJECTS FOR TODAY'S STUDENTS** (In Percent)

Sample	Humanities	Phys. Ed.	History	Foreign Lang.	Biology	Physical Sciences	Social Studies	Math	Others
Adults	21	25	19	10	2	2	3	5	14
Students	8	18	13	9	2	12	6	13	19
Employers	21	21	7	7	0	7	11	0	25
Teachers	18	12	10	13	2	3	2	11	30
School Board	7	39	4	11	0	0	11	7	21
Principals	14	0	11	18	0	7	4	21	25
Superintendents	0	13	13	50	0	0	0	0	25

Table 9.6. **COMPARISON OF RESPONDENT VIEWS AS TO THE BANNING OF SEX EDUCATION AND OTHER SUBJECTS** (In Percent)

Sample	None	Sex Education	Others
Adults	66	24	10
Students	86	2	12
Employers	63	19	18
Teachers	79	6	15
School Board	52	26	22
Principals	77	12	11
Superintendents	70	4	26

the principals and 23 percent of the board members. The inclusion of health and sex education courses in the school curriculum also receives notable support.

VIEWS ON EDUCATIONAL DECISION-MAKING

Concentrating on four major educational decisions, all samples were asked who they thought was responsible for making each decision. The alternatives provided were: "teachers," "principals and administrators," "school boards" and "the community." A majority of all samples accord the decision concerning which teachers are to be retained to principals and administrators. However, a substantial number of both adults and students would give this decision to the school board (see Table 9.8). Consistently, the majority feel it is the teacher's responsibility to decide what constitutes passing work. Of the teacher sample, 93 percent feel this decision to be the teacher's responsibility.

While the samples are substantially divided on who is responsible for deciding what new school buildings are necessary, noneducators, including employers, students and adults, tend to leave this decision to the community. There is an interesting division concerning this question between the school board members and the superintendents. While board members are far more inclined to accord this decision to the school board, the superintendents tend to place the decision in the hands of the administrators.

Table 9.7. **COMPARISON OF RESPONDENT VIEWS AS TO THE SUBJECTS NOT TAUGHT OR INSUFFICIENTLY TAUGHT WHICH SHOULD BE TAUGHT IN PUBLIC SCHOOLS** (In Percent)

Sample	None	Vocational Subjects	More Basics	Health, Sex Ed.	Narcotics, Alcohol	Foreign Languages	Philosophy, Religion	Human Relations	Others	No Answers
Students	51	8	1	13	0	4	2	4	13	4
Employers	33	8	2	12	0	4	6	2	14	19
Teachers	20	25	5	11	2	2	7	7	21	0
School Board	39	23	4	9	0	9	4	3	11	0
Principals	39	24	1	13	1	5	7	3	7	0
Superintendents	29	35	0	6	0	11	3	2	8	5

Table 9.8. **COMPARISON OF RESPONDENT VIEWS ON WHO SHOULD MAKE EDUCATIONAL DECISIONS** (In Percent)

Sample	What is Taught				Which Teachers are Retained			
	Teachers	Admin.	Sch. Board	Community	Teachers	Admin.	Sch. Board	Community
Adults	24	26	25	25	2	50	37	11
Students	19	15	25	41	3	53	34	10
Employers	12	33	19	36	3	65	22	10
Teachers	38	22	5	35	10	84	3	3
Sch. Board	5	50	23	22	2	76	22	1
Principals	29	24	11	36	5	94	1	0
Superintendents	16	39	11	34	2	93	3	2
	What is Passing Work				**Whether New School Buildings are Needed**			
Sample	Teachers	Admin.	Sch. Board	Community	Teachers	Admin.	Sch. Board	Community
Adults	80	13	6	1	4	11	40	45
Students	84	7	7	2	3	13	28	56
Employers	71	22	6	1	3	13	42	42
Teachers	93	6	1	1	4	32	40	24
Sch. Board	71	26	2	1	2	13	73	12
Principals	86	12	1	1	1	33	49	17
Superintendents	87	11	2	0	0	46	41	14

Only the school board members seem to agree on who should make decisions concerning curriculum, alloting this responsibility to principals and administrators. While teachers retain this decision for themselves, and the adult sample is evenly divided between all four alternatives, the largest number in most samples accords the community the decision concerning what is to be taught.

Students were purposely deleted as an alternative in the previous question. A single question was provided to assess attitudes concerning the extent to which they should be involved in making four major educational decisions. Student involvement in administrative affairs has become a serious issue facing the schools, warranting special analysis. The results are presented in Table 9.9. Once again, the public is evenly divided on the matter concerning the degree of student involvement in determining what is to be taught in the classroom. The employers share this substantial division.

On the other hand, students not only believe that they should be heard on matters concerning what is taught, but that they also should have a vote. The educational samples indicate a sensitivity to this demand, as they prove willing at least to hear what the students have to say. Few, however, would give them votes on decision-making committees. On the matter of teacher retention, nearly three-fourths of the students expect to be heard if not to receive a vote. Majorities of all other samples believe students should have no role in this decision. Again, on the question of who is to define what constitutes passing work, more than three-fourths of the students believe they should at least be consulted. In this case, however, few students expect to have votes on committees. Principals and superintendents share the students' opinion. Adults, employers and school board members strongly oppose student involvement in determining what constitutes passing work, and teachers take a position between the extremes. The students stand alone in their expectation that they should be heard and even given votes on the matter of the need for new school buildings. Most of the other samples prove unresponsive to this expectation as only principals and teachers show a moderate willingness to consult students on this matter.

Two characteristics are apparent in Table 9.9. Students consistently demand greater influence on all four educational decisions. With the exception of hearing students on the matter of what is taught, none of the other samples reacts favorably to this demand. And, finally, the consensus among the four educator samples breaks down on this question as the opinions of school board members closely parallel those of the employers and adults.

Table 9.9. **COMPARISON OF RESPONDENT VIEWS AS TO THE EXTENT TO WHICH STUDENTS SHOULD BE INVOLVED IN EDUCATIONAL DECISIONS** (In Percent)

Sample	What is Taught: Not at All	Should be Consulted	On Committees but No Votes	On Committees With Votes	Which Teachers are Retained: Not at All	Should be Consulted	On Committees but No Votes	On Committees With Votes
Adults	25	28	24	22	53	19	17	11
Students	6	26	21	47	26	28	24	22
Employers	29	18	31	23	53	18	20	9
Teachers	6	34	35	25	54	22	17	7
Sch. Board	19	29	44	8	65	18	17	1
Principals	7	29	42	23	67	15	15	3
Superintendents	2	48	33	18	72	20	8	0

Sample	What is Passing Work: Not at All	Should be Consulted	On Committees but No Votes	On Committees With Votes	Not at All	Should be Consulted	On Committees but No Votes	On Committees With Votes
Adults	60	20	14	6	56	21	15	8
Students	23	39	21	17	16	21	24	39
Employers	60	19	15	6	62	13	15	10
Teachers	41	30	20	9	49	20	19	12
Sch. Board	60	19	15	6	68	15	17	0
Principals	26	34	28	12	45	25	20	9
Superintendents	21	31	38	10	54	23	18	5

VIEWS ON WHO IS RESPONSIBLE FOR YOUTH BEHAVIOR

Respondents were asked who they hold accountable for eight social and anti-social acts on the part of youth. For each act respondents were to attribute responsibility to parents, the school, the child, or the community at large. In six of the eight behavioral patterns portrayed in Table 9.10, there is extensive agreement among all samples. Students, however, place more responsibility on the child if he fails to earn a good living after completing his education than do the remaining samples. Also, educators show more of a tendency to blame the system or community for such a difficulty.

On the matter of a child finding himself in trouble with the law at age 15, majorities of all samples hold the parents responsible, but almost 40 percent of the students blame the child. The general tendency for most samples is to shift the responsibility for anti-social behavior away from the child. Students, however, resist this trend. They demonstrate much more willingness to attribute responsibility for *both* acceptable and unacceptable types of behavior to the child. This pattern persists throughout the table. If a student does well in his first job, all samples agree that he should be praised. But if an 8 year old child damages another person's property, 10 percent of the students blame the child. The majority of students, however, agree with the majorities of the other samples in that the parents are at fault.

Two other relationships among all the samples are apparent. Majorities in each sample praise the child for his success in high school and credit the parents for raising an honest child. Once again in the latter case, 21 percent of the students run counter to this trend by crediting the child for his honesty. If a child does poorly in high school, majorities of both students and adults blame the child. The other samples are divided, blaming the schools or teachers. If a child does poorly in school at age 8, generally more than 40 percent of the respondents place the responsibility for his lack of success on the schools or teachers. Substantial percentages also place responsibility on the parents or the community. Again, 22 percent of the students attribute the blame to the child.

Most samples hold the child responsible for success or failure after completing his school years and would also credit him for success in high school. Parents are credited with raising an honest child and are held responsible for his anti-social behavior

Table 9.10 **COMPARISON OF RESPONDENT VIEWS ON WHO IS RESPONSIBLE FOR THE BEHAVIOR OF CHILDREN**
(In Percent)

Sample	Fails to Earn a Good Living After School				Trouble with the Law at 15			
	Parent	School or Teachers	Child	System or Community	Parent	School or Teachers	Child	System or Community
Adults	18	5	68	9	70	1	24	5
Students	5	4	81	10	56	1	38	6
Employers	19	3	63	15	78	0	9	13
Teachers	7	6	56	31	62	0	28	11
Sch. Board	11	3	64	22	77	0	16	8
Principals	9	3	60	29	61	0	29	10
Superintendents	7	2	55	36	60	0	26	14

Sample	Does Well on First Job				Damages Another Person's Property at 8			
	Parent	School or Teachers	Child	System or Community	Parent	School or Teachers	Child	System or Community
Adults	12	5	79	4	93	0	6	1
Students	9	12	76	4	87	1	10	2
Employers	12	8	68	12	96	0	3	2
Teachers	8	5	80	7	88	1	8	4
Sch. Board	8	7	77	7	92	0	4	4
Principals	8	6	79	7	84	1	9	6
Superintendents	15	0	70	15	89	2	4	5

Sample	Does Poorly in School at 8				Does Well in High School			
	Parent	School or Teachers	Child	System or Community	Parent	School or Teachers	Child	System or Community
Adults	58	20	14	8	8	14	71	7
Students	30	41	22	8	5	16	74	5
Employers	45	29	4	21	5	24	58	14
Teachers	30	42	7	22	7	11	70	12
Sch. Board	32	42	11	15	5	22	54	18
Principals	28	44	8	20	8	10	69	13
Superintendents	29	43	4	25	7	17	62	15

Sample	Does Poorly in High School				Is Honest			
	Parent	School or Teachers	Child	System or Community	Parent	School or Teachers	Child	System or Community
Adults	17	11	65	7	82	0	15	3
Students	6	11	77	6	75	1	21	3
Employers	19	18	41	22	88	0	5	7
Teachers	10	21	48	22	78	1	12	10
Sch. Board	12	25	41	22	88	1	6	5
Principals	10	26	42	22	82	0	11	7
Superintendents	9	34	32	25	78	0	11	11

whether at age 8 or 15. Apart from poor performance in school at age 8, few place responsibility on the schools for the child's behavior. The most striking relationship noted is the consistent pattern among students for delegating responsibility to the child for his behavior regardless of age. Apparently, for a substantial number of today's students, one is responsible for his own behavior very early in life.

VIEWS ON THE DISCUSSION OF CONTROVERSIAL SUBJECTS IN THE CLASSROOM

Respondents in all samples were asked their degree of approval for the discussion of 12 controversial topics in a classroom directed by an unbiased teacher. The strong impression, as Table 9.11 indicates, is one of tremendous tolerance for the discussion of such subjects. In only five of the 84 instances presented in the table did less than a majority approve. Some variations are evident, however, as two-thirds of the teachers approve of classroom discussion of birth control while only minorities of all other educational samples share this opinion.

The most consistent and striking pattern of response throughout the table is the lack of student support for controversial discussion. On 10 of the 12 topics, students are the least approving of all the samples. Only on birth control and religious beliefs is the support of other samples lower than that of students. Students are most supportive (68 percent) of discussing war and peace policies of the United States, and poverty and welfare in the United States (63 percent). They are least supportive of discussing the problems of the unwed mother and father (44 percent) and of the shortcomings of democracy (49 percent).

VIEWS ON A "WELL-RUN" SCHOOL

In a question without fixed-answer alternatives, all respondents with the exception of the teacher sample were asked to

Table 9.11. **COMPARISON OF RESPONDENT APPROVAL OF CLASSROOM DISCUSSION OF SELECTED TOPICS WHEN DIRECTED BY AN UNBIASED TEACHER** (In Percent)

Sample	Alcohol and Tobacco	Poverty & Welfare in the U.S.	Civil Rights in Fla.	Birth Control	Religious Beliefs	Drugs and Narcotics	Evolution	Problems of Unwed Parents
Adults	83	87	80	58	70	85	63	72
Students	58	63	57	55	60	55	50	44
Employers	82	80	79	57	62	80	71	76
Teachers	93	95	92	67	68	93	85	86
Sch. Board	89	90	79	38	65	90	61	68
Principals	89	96	90	38	58	89	84	65
Superintendents	89	93	87	40	59	89	78	74

Sample	War & Peace Policies of the U.S.	Communist Differences	Democratic Shortcomings	Political Candidates
Adults	88	84	86	82
Students	68	54	49	60
Employers	86	88	85	82
Teachers	95	93	92	87
Sch. Board	88	91	85	74
Principals	93	96	88	91
Superintendents	95	95	88	82

define how a "well-run" school differs from one that is "poorly-run." The resulting answers given in Table 9.12 find the educators focusing primarily on the quality of administration while students, adults and employers consider attributes of teachers, such as their quality and rapport with students, to be preeminently important. Employers also stress discipline and orderliness as the basis of the distinction, while the highest percentage of students mentions the need for students having a voice in decision-making as an important criterion.

VIEWS ON EDUCATIONAL INNOVATIONS

All samples were asked their degree of approval for various existing and proposed educational innovations. A consistent pattern is evident in Table 9.13. All samples favor the expansion of public education to the disadvantaged and to kindergartens. Concerning innovations affecting the basic format of education, there is moderate approval and on those innovations that attempt to achieve racial balance, there is clear disapproval. Decentralization of educational decision-making to afford minority schools minority control is strongly disapproved.

Students show the most deviation from this pattern as they are quite displeased with the concept of year-round schools and are not as approving of different classes for persons of differing intelligences as well as of vocational high schools. Students and teachers prove more supportive of minority control of minority schools. With the exception of teachers, educators are less supportive of educational parks for specialization and more supportive of ungraded classes.

Apparently, there is little demand among youth for the duality of education in the sense of different courses for those of differing and vocational training programs. Although educational parks for integration fall short of majority support among the public, there is at least greater tolerance for this concept than for busing as a solution for integration. The disapproval among educators of educational parks, however, suggests that this program probably will not serve as a solution to integrating the schools.

Table 9.12.

COMPARISON OF RESPONDENT VIEWS ON THE QUALITIES THAT DISTINGUISH A "WELL-RUN" SCHOOL FROM A "POORLY-RUN" SCHOOL[1] (In Percent)

Sample	Disciplined, Orderly	Good Student-Student Relations	Well Administrated	Sticks to the 3 R's	Qualified Teachers	Teacher-Student Rapport	Indiv., Ungraded Instruct.	Varied, Up-to-date Courses
Adults	20	3	18	1	27	10	4	2
Students	10	4	7	1	13	16	3	6
Employers	38	0	25	0	13	9	0	4
Sch. Board	29	1	42	0	8	7	7	4
Principals	25	1	36	0	6	20	2	2
Superintendents	14	0	43	0	5	26	5	0

Sample	Uncrowded	Fitted to Vocation	Integrated	Segregated	Offer a Spec. Subject	Good Facilities	Community Cooperation	Students Have a Voice
Adults	4	0	0	0	1	0	3	0
Students	2	1	1	1	0	13	0	22
Employers	0	4	0	0	4	2	2	2
Sch. Board	1	0	0	0	0	1	1	0
Principals	1	0	0	0	0	3	3	0
Superintendents	0	0	0	0	0	2	5	0

[1]In order to facilitate comparisons, responses of those who had no answer, did not know, and those with no children were deleted from this table.

Table 9.13. **COMPARISON OF RESPONDENT APPROVAL OF VARIOUS INNOVATIVE EDUCATIONAL PROGRAMS** (In Percent)

Sample	Public Kinder-gartens	State Vo-cational Education	Migrant Child Ed.	Ed. Park for Spec-ialization	Busing for Inte-gration	Ed. Park for Inte-gration	Combine County School Sys.	Ungraded Classes
Adults	89	95	81	43	16	29	61	40
Students	82	91	73	40	15	20	47	26
Employers	78	90	72	49	5	29	57	31
Teachers	90	98	86	45	9	32	47	35
Sch. Board	87	94	74	26	6	19	55	55
Principals	91	95	86	35	9	22	47	51
Superintendents	100	98	87	36	8	15	46	64

Sample	Public College	Year-Round School	Special Courses for Phys. Handic.	Courses for Emot. or Soc. Handic.	Courses for Dif-fering Intell.	Vocational High School	Minority Control of Own Schools
Adults	74	34	97	93	83	80	24
Students	64	16	92	82	74	66	30
Employers	61	46	96	89	82	85	23
Teachers	48	44	98	98	90	91	30
Sch. Board	36	42	97	88	90	85	13
Principals	65	43	99	97	91	94	23
Superintendents	55	43	100	95	95	89	15

VIEWS ON CONTEMPORARY EDUCATIONAL ISSUES

Analyzing a large set of educationally relevant attitudes by topic areas in Table 9.14, one finds nearly uniform consensus within all samples that education is still perceived as essential to success in life. On the average, only one respondent in ten takes exception to this statement. Another statement which differentiates between adequacy and equality in schools finds little approval. Educators, especially superintendents, are most disapproving of such an alternative standard. The next five attitudes all deal in various ways with achieving racial harmony and integration in the schools. The majority agree that minorities should have the same opportunities as others and that government should ensure these opportunities. No sample, however, shows equal conviction that such minorities will perform as well as others, given such opportunities. The decline is most conspicuous among educators with the exception of teachers. The majority again support the statement that schools should teach respect for all. However, a specific manifestation of this instruction, the study of black history, finds a substantial decline in approval. Only 37 percent of the students agree that black history should be studied. In sharp contrast, 84 percent of the teachers believe such a course should be required.

The final attitudes deal with teachers' unions, remedial efforts to achieve equal education among the poor and student unrest. The majority in all samples agree that more money should be spent to achieve equal education for the poor. With the exception of school board members and employers, most samples agree that teachers should have the right to join unions. Finally, students, teachers, principals and superintendents feel there are just reasons for peaceful college campus demonstrations. No sample, however, believes that students have a right to be angered at the nation's failures, although students and teachers show greater support for this attitude.

VIEWS ON THE TEACHING OF VALUES

A major effort was made to assess those values which each of the samples felt should be taught in the school system. (The procedure for this assessment is explained on page 42.)

Table 9.14. **COMPARISON OF RESPONDENT ATTITUDES TOWARD CONTEMPORARY EDUCATIONAL ISSUES** (In Percent)

Sample	Adequate Education, Not Equal Teachers and Plant	To Get Ahead, Get an Ed.	Minorities Should get The Same Opportunities	Given Equal Opport., Minorities do Just as Well	Gov't See that Minorities Get Op's.	Schools Teach Respect For All
Adults	28	95	96	75	94	95
Students	22	88	84	69	83	82
Employers	23	85	98	62	82	93
Teachers	11	80	96	67	89	97
Sch. Board	18	81	99	45	87	97
Principals	10	85	97	58	92	99
Superintendents	8	89	97	52	95	98

Sample	Study Black History	Teachers Join Unions	Spend More on Poor so They Can Get Ahead	Students' Right to be Angry at National Failures	Just Reasons for Peaceful College Demonstrations
Adults	60	58	85	41	42
Students	37	51	83	45	66
Employers	57	40	78	30	45
Teachers	84	76	81	48	67
Sch. Board	50	44	77	27	45
Principals	78	64	81	40	55
Superintendents	66	62	77	32	53

With the exception of the students, respondents in all samples ordered the two sets of values as they thought they should be taught or stressed in school. Table 9.15 related the median rank for each sample on each terminal value. Table 9.16 gives the comparable information for each instrumental value. Both tables include student rankings of values which they believe to be of personal significance. A comparison between the values accepted by students and those which would be advocated by the various samples provides an idea of the success of schools in inculcating values in youth.

A careful inspection of the enormous amount of information presented in both tables shows an extensive agreement as to the ordering of values as they should be taught in our schools. A separate analysis of the Spearman rank-order correlation between the ordering of each sample found no correlation less than .61. Interestingly, this correlation is identical to the correlation between value rankings of teachers and principals. Nevertheless, there are evident variations in the median ranks shown in the tables.

While the values that teachers would have taught closely parallel those of the other educators, teachers give the lowest ranking to both national and family security (Table 9.15). They rank second only to students in the median for the value of mature love.

Other educators also show variances in opinion as school board members give greater emphasis to self-respect and less to equality. Principals stress the values of self-respect and inner harmony. Finally, superintendents, like the principals, emphasize achieving inner harmony.

The adults give considerably more emphasis than educators to having students value a world at peace and salvation, while de-emphasizing the importance of wisdom.

Finally, students do not agree with other samples as to the values that they should be taught. Students give greater emphasis to a world at peace, happiness, mature love and salvation. They give lesser value to the sense of accomplishment, inner harmony, self-respect and wisdom. Considering the fact that wisdom, self-respect and a sense of accomplishment are the values which most educators feel should be given greatest emphasis in our schools, the conspicuous failure of students to accept these values is striking. The value of clear primacy among the students, a world at peace, ranks no higher than eighth among any of the educators as a value that should be consciously inculcated. Notably, the third and fourth values on most educators' lists, freedom and equality, are accepted as second and third most important

Table 9.15. **COMPARISON OF RESPONDENT RANKING OF TERMINAL VALUES** (Median Rank)

Value	Adults	Students	Employers	Teachers	School Board	Principals	Superintendents
Comfortable Life	12.7	11.8	13.1	13.6	13.0	14.4	14.7
Exciting Life	14.9	13.1	13.5	12.7	11.8	13.1	11.6
Sense of Accomplishment	5.0	10.2	4.5	4.5	3.5	4.2	3.6
World at Peace	5.2	2.7	8.6	10.0	9.9	10.0	9.6
World of Beauty	12.1	12.4	12.1	11.7	11.7	11.5	11.8
Equality	6.2	6.7	7.6	6.7	9.6	6.3	7.5
Family Security	7.1	7.5	6.3	8.0	6.8	7.5	7.8
Freedom	5.4	3.4	4.4	5.5	5.9	6.7	5.7
Happiness	10.0	7.4	10.4	8.4	9.1	9.1	9.5
Inner Harmony	9.0	10.5	8.6	7.3	8.7	5.9	6.3
Mature Love	14.7	10.3	13.2	12.5	14.2	15.1	15.3
National Security	9.5	11.0	11.3	12.6	10.8	11.8	11.6
Pleasure	15.5	13.8	15.3	15.4	16.0	15.7	15.8
Salvation	11.7	10.5	13.7	16.3	12.9	15.5	15.8
Self-Respect	5.1	8.8	4.5	3.7	3.5	2.2	2.9
Social Recognition	12.5	14.8	12.6	12.1	12.6	11.7	13.7
Friendship	9.4	8.5	10.4	10.4	10.1	10.1	9.3
Wisdom	5.4	7.4	2.3	2.6	2.2	2.9	2.4

values among the students.

Turning to Table 9.16 and the instrumental values, substantial agreement is again found in the ordering of values as they should be taught in the schools. Teachers give greater emphasis to being cheerful and independent. On the other hand, teachers give least emphasis to being clean, courageous and honest. The school board members and superintendents show a strong tendency to rank honesty as of primary importance. Also, superintendents give substantially greater emphasis to being logical. Adults and employers strongly emphasize schools teaching the value of cleanliness. The only distinction in which adults differ markedly from other samples is in their greater emphasis on obedience.

Once again, the students rank the values that are important to themselves differently than the adults and educators rank the values that they believe should be instilled in the students. Students give substantially greater value to being cheerful, forgiving, helpful and loving, while de-emphasizing capable, intellectual and logical. In short, they give greater emphasis to what might be characterized as the "warm" instrumental values. In contrast with the findings on the terminal values, those instrumental values which educators most often stress seem to be more successfully imparted. Educators give emphasis to being honest, responsible, self-controlled and ambitious. All four of these values are successfully adopted by the students in their personal value systems, although there is a major reshuffling of the more moderately valued attributes.

SUMMARY AND CONCLUSIONS

Frequently in the previous analysis, differences in opinion are noted between samples not directly involved in education (the public, students and employers) and the "educator samples," (teachers, principals, superintendents and school board members). In other instances, student attitudes are in direct conflict with the attitudes of the remaining samples. Thus, in summarizing and drawing conclusions from these data, the distinctiveness of the educator samples, the student sample and the public is discussed. The public will be considered first.

The overall impression of public opinion solicited by the questionnaire is one of respect for and satisfaction with the perfor-

Table 9.16. **COMPARISON OF RESPONDENT RANKING OF INSTRUMENTAL VALUES** (Median Rank)

Value	Adults	Students	Employers	Teachers	School Board	Principals	Superintendents
Ambitious	5.1	7.9	4.4	7.8	5.8	7.6	6.4
Broadminded	8.8	8.7	7.7	7.7	8.9	8.7	8.1
Capable	8.3	11.0	7.7	8.4	7.0	7.4	7.0
Cheerful	14.0	10.3	13.8	14.2	14.3	14.0	14.4
Clean	9.6	9.9	10.5	14.6	13.2	13.6	13.9
Courageous	9.0	8.6	8.5	9.3	7.4	8.9	8.2
Forgiving	11.7	7.8	10.7	11.6	10.9	9.3	11.7
Helpful	10.3	8.7	11.8	10.6	11.1	9.1	10.2
Honest	3.6	3.4	3.1	3.8	1.9	3.3	1.8
Imaginative	13.5	14.4	11.8	10.6	12.2	12.1	10.4
Independent	8.9	9.9	8.3	7.9	10.9	9.3	9.8
Intellectual	8.8	12.4	10.3	9.4	10.0	9.8	9.3
Logical	11.6	13.5	9.9	8.8	9.4	10.0	8.0
Loving	14.6	7.4	14.9	14.3	14.0	14.9	15.3
Obedient	9.9	12.3	13.1	14.4	12.7	13.1	14.9
Polite	10.1	10.2	11.6	12.4	11.9	12.2	12.4
Responsible	5.9	6.9	4.5	3.2	3.4	3.2	2.5
Self-Controlled	8.1	8.2	7.2	5.1	6.0	4.3	5.6

mance of education in the state. This satisfaction is manifested in numerous ways. On the questions specifically asking adult respondents to evaluate the performance of local teachers, local schools and state schools, most are satisfied with the performance of all three. When asked to describe what they find least valuable in public education, 25 percent of the public sample feel that no aspect of education is least valuable and 25 percent of those who perceive a subject as least valuable focus on physical education. Sixty-six percent believe no subject is beyond the scope of public instruction and therefore should not be eliminated from school curricula. Although the question concerning courses not being taught that should be taught was not added until after the public was interviewed, the responses of student and employer samples suggest that the public, also, would have little to add or recommend.

Apart from the question concerning the need for new school buildings, the public has little desire to participate in educational decisions. It is noteworthy that educators would turn to the public to make decisions concerning what subjects should be included in the school curriculum, but the public does not wish to be involved. Finally, on the questions that deal with the responsibility for various types of youth behavior, the public attributes no responsibility for any aspect of this behavior to the schools. Educators place responsibility on the schools for an eight year old boy's lack of scholastic success. The public, however, does not hold the schools accountable.

The strong public endorsement of the statement that one needs a good education to get ahead, and their rejection of evaluating schools in terms of the adequacy of the education they provide, strongly suggests that the adult respondents are quite concerned with the quality of public education. The Gallup Poll of May 14, 1970[1], suggests a shift of concern from public education to crime and pollution in the last several years. Contrary to these findings, education is still quite important to many people. The manifestation of this concern, however, is not to suggest the need for new programs or new teaching methods but rather to stress the improvement of the quality of education. On the question in which respondents were asked to distinguish between a "well-run" and a "poorly-run" school, the public focuses on teacher quality. Therefore, it is strongly suggested that the adult sample sees the acquisition of qualified teachers as an important area for the investment

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[1] *St. Petersburg Times*, May 14, 1970, p.10.

of public resources. The adult sample is supportive of public education. However, adults believe that they are buying specialization and capable decision-making from their educators rather than responsiveness to public demands.

Concerning the assessment of educational innovations, instances are found in which the public strongly disapproves, as in the case of busing as a solution to integration. A careful analysis of Table 9.13 finds educator and public opinions varying substantially but, in general, the trend is parallel. Thus, educators are more strongly in opposition to busing than the public. There are no instances in the examination of public support for educational innovations in which the public is most resistant to innovation. The school board members and the students more frequently are the strongest opponents of the innovations suggested. This relationship is not conclusive evidence, but it does suggest a responsive and educable public which is not only willing but expects to be directed by qualified leaders.

As mentioned earlier, student attitudes are substantially different from the attitudes held by the remainder of the samples. Student opinion generally parallels that of the public on questions concerning the performance of schools, in mentioning a specific subject as most valuable, and in citing no aspect of education as being least valuable. Students, however, are less inclined to suggest courses not now being taught that should be included in the school curriculum. They strongly demand to be heard, if not allowed a vote on decision-making committees, on all four major educational decisions. Students are more inclined to place responsibility for both social and anti-social behavior on the child. They also evidence sharp displeasure at the idea of year-round classes, classes differentiated on the basis of intelligence, vocational high school training and instruction in Negro history. Students, like teachers, are more permissive of campus demonstrations and minority control of minority schools.

What, then, can be said about the educational attitudes of the student? Like their parents, students accept the value of education and are satisfied with the performance of public education. They prove less tolerant than their parents of changes in the basic format of education, with the exception of their strong commitment to allowing students a role in educational decision-making. From the perspective of the student, one greatly needed educational innovation is according the student a greater voice in both what is taught and whether new buildings are needed. Their reactions to the vocational high schools and to differentiating classes on the basis of intelligence, as well as their disinclination

to suggest needed courses seem to indicate that they see no need for educational innovation in the area of affording vocational training.

Finally, like their parents, students do not seem to be concerned with the problem of integration at least as evidenced by their lack of support for busing and educational parks as solutions to this problem. It is noteworthy, however, that while students are somewhat less supportive of allowing minorities equal opportunities and having the government insure these opportunities, they show less of a decline in agreement with the statement that minorities, given these opportunities, will perform as well as others.

This report will be concluded by summarizing the findings with respect to the educator samples. In the previous analysis instances have been noted in which the teacher sample more closely parallels the students than the other educators. Also, the school board sample proves to be unique in some cases. However, a strong impression of unity pervades the opinions of the various educators. They are quite satisfied with the performance of the local schools and teachers, and only slightly less satisfied with the performance of the overall educational system. They agree that the socializing influences of public education are most important, followed by the general processes such as learning to think and to communicate. They condemn rote memorization of facts and they see vocational courses as desirable additions to the present curriculum. Apart from the school board, they are more inclined to hear the students on decisions concerning what will be taught and what constitutes passing work. Educators strongly approve of the classroom discussion of controversial subjects, and are convinced that quality administration is the key to the "well-run" school. Finally, educators vary considerably in their support for the various educational innovations but with few exceptions are the most supportive of all the samples.

APPENDIX A

ADULT RESIDENT QUESTIONNAIRE

Respondent No.

Deck No.

Project No.

School

Size of place. From face sheet.

To be completed by interviewer:

County of respondent _____.

Sex of respondent: 1) Male 2) Female

Race of respondent: 1) Black 2) White 3) Other

The information you will be giving us will be completely confidential. We will be collecting the same information from more than one thousand people throughout the state of Florida. Each set of answers will be assigned a number, but your name will not appear on this form.

In the first part of the questionnaire, I would like to get facts such as your occupation, education, and the like. This information will be useful in finding how different types of people feel about their schools.

1. How long have you lived in Florida? CIRCLE ONE.

   1) Less than two years
   2) 2-4 years
   3) 4-6 years
   4) 6-8 years
   5) 8-10 years
   6) More than 10 years

2. Are you single, married, divorced or widowed?

1) Single
2) Married
3) Widowed
4) Married, separated
5) Divorced

3. What was the highest grade in school you completed? CIRCLE ONE.

Grade school:	1	2	3	4	5	6	7	8	9	10	11	12
Trade school:	1	2	3	4								
College:	1	2	3	4								
Business school:	1	2	3	4								
Professional and graduate school:	1	2	3	4	5	6						

How many of your grade and high school years were in Florida?

_____

4. What is your regular occupation or job? Please be specific, such as insurance salesman, machinist, housewife, etc.

_____

5. What is your husband's (wife's) occupation or job? Again be specific.

_____

6. In what year were you born? ENTER YEAR AND CIRCLE CATEGORY.

1) 1948-1951 (18-21)
2) 1944-1947 (22-25)
3) 1934-1943 (26-35)
4) 1924-1933 (36-45)
5) 1914-1923 (46-55)
6) 1904-1913 (56-65)
7) 1903 and earlier (66 and over)

7. How many children do you have? CIRCLE ONE.

1) None
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7
9) 8 or more

If any, how old are they? _____.

8. Do they go to public, private, or parochial grade or high school? CIRCLE ONE.

0) Not in school
1) Public
2) Private
3) Parochial
4) Public and Private
5) Public and Parochial
6) Private and Parochial
7) Other, explain

9. What public high school would or do your children attend?

_____

10. Do you own or rent this home (apartment)? CIRCLE ONE.

1) Own (Buying) 2) Rent 3) Other, explain _____

11. Generally speaking would you consider yourself a Republican, a Democrat, an independent, an American Independent (party of George Wallace) or what? CIRCLE IF INDEPENDENT, AMERICAN INDEPENDENT, OR OTHER. IF REP. OR DEM. ASK, would you call yourself a strong Democrat (Republican)? CIRCLE APPROPRIATE ALTERNATIVE.

1) Strong Republican
2) Republican, not strong
3) Independent
4) Democrat, not strong
5) Strong Democrat
6) American Independent
7) Other, specify

12. In which group does your average yearly family income fall? READ ALTERNATIVES TO RESPONDENT AND CIRCLE ANSWER. IF RESPONDENT IS ON SOCIAL SECURITY INCLUDE YEARLY PAYMENTS WITH OTHER INCOME.

1) A. Under $3,000
2) B. $3,000 to $6,000
3) C. $6,000 to $9,000
4) D. $9,000 to $12,000
5) E. $12,000 to $15,000
6) F. $15,000 to $18,000
7) G. $18,000 and over

13. Are you registered to vote in this country?

1) Yes 2) No 3) Don't know

14. Did you vote in the last election for governor between Kirk and High? CIRCLE ONE.

1) Yes
2) No
3) Not registered
4) Not eligible

15. Did you vote in the last election for county commissioner? CIRCLE ONE.

1) Yes
2) No
3) Not registered
4) Not eligible

16. Did you vote in your last county school board election: CIRCLE ONE.

1) Yes
2) No
3) Not registered
4) Not eligible

17. Are your local teachers doing a: CIRCLE ONE.

1) Poor job
2) Fair job
3) Good job
4) Very good job
5) Don't know

18. Do you think your local schools are doing a: CIRCLE ONE.

1) Poor job
2) Fair job
3) Good job
4) Very good job
5) Don't know

19. Are your local courts doing a: CIRCLE ONE.

1) Poor job
2) Fair job
3) Good job
4) Very good job
5) Don't know

20. Are your local police doing a: CIRCLE ONE.

1) Poor job
2) Fair job
3) Good job
4) Very good job
5) Don't know

21. Do you think schools throughout the state of Florida are generally doing a: CIRCLE ONE.

1) Poor job
2) Fair job
3) Good job
4) Very good job
5) Don't know

22. Approximately, how often in the last month have you read newspaper stories on what happened in meetings of your local school board? CIRCLE ONE.

1) None
2) Once or twice
3) Three or four times
4) Five or more times

23. How often have you attended local school board meetings in the last year? CIRCLE ONE.

1) Never
2) Once or twice
3) Three or four times
4) Five or six times
5) More than six times

24. How often do you discuss the quality and performance of your local schools with friends and neighbors? CIRCLE ONE.

1) Each day
2) Once a week
3) Once a month
4) Less frequently than once a month
5) Never

25. In your opinion how much of what a child learns in school will be useful to him in his future life? CIRCLE ONE.

1) All
2) More than half
3) Less than half
4) None
5) Don't know

26. Thinking back to when you were in school and all you learned there both in and outside class, what has proven most important or useful to you? RECORD RESPONDENT'S ENTIRE RESPONSE. IF IT IS NECESSARY TO PROBE, MENTION COURSE SUBJECTS AS EXAMPLES.

_____

_____

_____

Why?_____

27. Of all you learned both in and outside class, what has proven *least valuable* to you? RECORD CHOICE.

_____

Why?_____

_____

28. Of all that today's grade and high school students learn both in and outside class, what will prove *most valuable* for them?

_____

_____

Why?_____

_____

29. Of all they learn both in and outside the class what will prove least valuable for today's students?

_____

_____

Why?_____

_____

Although it is an American tradition for the community to have final say as to what is taught in its schools, many argue that this is not good in some areas because of teaching requirements and the complexity of the subject. We would like to know how you feel on each of the following questions.

30. Are there any subjects which should not be taught in our schools?

1) Yes 2) No

IF YES, what are they?_____

_____

_____

Why should they not be taught?

_____

_____

	1) Mostly the teachers	2) Mostly the principals and administrators	3) Mostly the school board	4) Mostly the community
31. Who should have the most say as to what is taught?				
32. Who should make decisions as to which teachers will be retained?				
33. Who should make decisions as to what is passing work for a student?				
34. Who should make decisions as to whether new school buildings are needed?				

To what degree should high school student opinion be considered in each of these?

	1) Not at all	2) They should be consulted	3) They should be represented on committees making decisions but have no vote.	4) They should be represented and have votes.
35. What is taught?				
36. Which teacher will be retained?				
37. What is passing work for a student?				
38. Whether new school buildings are needed?				

	1) Parent	2) School or teachers	3) Child	4) System or Community	5) Child's Friends	6) Other, Specify
39. If a child fails to earn a good living after completing his schooling, who is *most* at fault?						
40. If a child gets into trouble with the law for a minor offense when he or she is fifteen years old, who is *most* responsible?						
41. If he does very well in the first year of his job, who should be given the *most* praise?						
42. If a child is found damaging another person's property when he or she is eight years old, who is *most* at fault?						
43. If a child does poorly in school when he or she is eight years old, who is *most* at fault?						
44. If he or she does well in high school, who should be given the *most* praise?						
45. If a child does poorly in high school, who is *most* at fault?						
46. If a child is honest, who is *most* responsible?						

In some schools, children in the upper grades are encouraged to discuss and debate political and social issues and to make up their *own* minds. As far as the schools in your area are concerned, how do you feel about the following things being discussed in classes led by informed teachers who state both sides of the issue and do not say which they favor? AFTER READING ITEM 47, READ ANSWER ALTERNATIVES, STRONGLY DISAPPROVE, DISAPPROVE, ETC.

	1) Strongly Disapprove	2) Disapprove	3) Undecided	4) Approve	5) Strongly Approve
47. The use of alcohol and tobacco among students.					
48. Conditions of poverty and welfare programs in the U.S.					
49. The civil rights movement in Florida.					
50. Use and methods of birth control.					
51. Religious beliefs.					
52. The use of drugs and narcotics among students.					
53. The theory of evolution.					
54. Problems of the unwed mother or father.					
55. War and peace policies of the U.S.					
56. Differences among communist countries.					
57. Any shortcomings of democracy in the U.S.					
58. Differences among candidates for public office.					

59. If you were unhappy with what your child was being taught in school or how he was being taught, what would you do about it? TAKE ANSWER VERBATIM.

_____

_____

_____

IF THE RESPONDENT ANSWERS THAT HE WOULD COMPLAIN OR TALK WITH THE SCHOOL TEACHER OR PRINCIPAL, ASK, what would you do if their action did not satisfy you?

_____

_____

KEEP PROBING UNTIL THE RESPONDENT SAYS THAT THE PREVIOUS TECHNIQUE WOULD WORK, THAT HE WOULD DO NOTHING ELSE, THAT HE WOULD RESORT TO VIOLENCE, OR UNTIL YOU SENSE THAT HE IS IMPATIENT WITH THE QUESTION. IN EACH CASE WHERE YOU USE A PROBE SAY, "and if that didn't work?"

_____

_____

_____

_____

In the previous question we were interested in what you might do if you were unhappy with what or how your child was being taught. We would now like to turn to your overall opinions of your local schools.

60. First, we would like you to think how a school which is generally run just as you would like it differs from one which is run poorly. How do they differ in your opinion?

_____

People might try many ways to get their schools to change if they thought they were *run poorly.* One man might try to get friends who know local government or school officials or who otherwise have connections to speak for him in getting the problem corrected. Another might personally write or talk with school officials. A third might seek to get others who are concerned to form a group to take the problem to school officials. A fourth might seek to get local politicians to act by threatening to *not* vote for them unless they act. Yet another may organize a protest demonstration. And finally, one may go to the court to get them to correct the problem.

61. Which of these would you be likely to try first if you felt your schools were run poorly? READ ALL ALTERNATIVES, EMPHASIZING THE FINAL NO ACTION ALTERNATIVE. CIRCLE ONE.

    1) Work through friends and connections who know school officials.

    2) Personally write or talk with school officials.

    3) Form a group to take the problem to officials.

    4) Threaten to *not* vote for elected officials unless they do something about the problem.

    5) Organize a protest demonstration.

    6) Go to court.

    7) Probably do nothing, too busy. SKIP TO QUESTION 63 IF THIS ALTERNATIVE IS CHOSEN.

62. Which would you try second if your first attempt didn't work?

    1) Work through friends and connections who know school officials.

    2) Personally write or talk with school officials.

3) Form a group to take the problem to officials.

4) Threaten to *not* vote for elected officials unless they do something about the problem.

5) Organize a protest demonstration.

6) Go to court.

7) Probably do nothing else, too busy.

63. Finally, which of these would you be *least* likely to attempt?

1) Work through friends and connections who know school officials.

2) Personally write or talk with school officials.

3) Form a group to take the problem to officials.

4) Threaten to *not* vote for elected officials unless they do something about the problem.

5) Organize a protest demonstration.

6) Go to court.

In the following section of the questionnaire, we would like to get your opinions on a number of matters. It probably would be easiest if I just give the questionnaire to you. You can answer each question by saying you strongly disagree, disagree, are undecided, agree, or strongly agree.

	1) Strongly Disagree	2) Disagree	3) Undecided	4) Agree	5) Strongly Agree
64. If schools in poorer areas do an adequate job, we should not be greatly concerned that schools in wealthy areas are better equipped and get better teachers.					
65. Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans.					
66. Given equal opportunities and education, such minorities will do just as well as other Americans.					
67. Both state and national government should see to it that these minorities have equal education and opportunities.					
68. If you want to get ahead, the best way is to get all the education you can.					
69. Although it is unfortunate, there are some just reasons for peaceful student demonstrations on our college campuses.					
70. Our schools should teach all students to respect all people regardless of race, creed, or color.					

	1) Strongly Disagree	2) Disagree	3) Undecided	4) Agree	5) Strongly Agree
71. Teachers in your community should be allowed to join unions if they want to.					
72. Time should be spent on studying the history of Negroes and other minorities.					
73. More money should be spent on better buildings and teachers and on special catch up classes to be sure that poor children get as good schooling as others.					
74. Although our country may have given students much which they should be thankful for, they are right in being angered by its failures.					

If you have a child in high school, how would he answer the following questions?

	1) Strongly Disagree	2) Disagree	3) Undecided	4) Agree	5) Strongly Agree
75. Minorities, such as Negroes and Spanish speaking Americans should have all the same opportunities as other Americans.					
76. Given equal opportunities and education, such minorities will do just as well as other Americans.					
77. Both state and national government should see to it that these minorities have equal education and opportunities.					

The following programs or proposed programs have been suggested at one time or another as solutions to problems in our schools. We would like your opinion on each.

	1) Strongly Disapprove	2) Disapprove	3) Undecided	4) Approve	5) Strongly Approve
78. Public Kindergartens.					
79. A state supported program providing vocational or job training.					
80. A state supported program to provide complete schooling through high school for migrant workers' children.					
81. Combining city schools into large centrally located educational parks containing several schools to allow greater specialization of teaching.					
82. Busing students from one school to another as a solution to integration in our schools.					
83. Combining city schools into large centrally located educational parks containing several schools as a solution to integrating our schools.					
84. Combining county school systems to provide more educational services.					

	1) Strongly Disagree	2) Disagree	3) Undecided	4) Agree	5) Strongly Agree
85. Grouping children in large classes with many teachers which are then divided into discussion groups thus allowing children to advance as fast as they can, doing away with the 1st grade, 2nd grade, etc.					
86. Extending our public schools to offer two years of college available to all.					
87. Having school run throughout the year thus making full use of buildings and completing a child's education earlier.					
88. Providing special courses for the physically handicapped.					
89. Providing special courses for the socially and emotionally handicapped.					
90. Providing different courses for children of differing intelligences.					
91. In addition to our present high schools, offering job training schools for those wishing to get this kind of training rather than high school training.					
92. Allowing minorities to run their own schools in areas where most of the students are from those groups.					

Finally, we would again like to give you the questionnaire to ask you about your opinions. You will find no difficulty in completing this part of the questionnaire. If you are like the many people who have taken this survey before, you will find it very interesting.

VALUE SURVEY

BIRTH DATE _____

SEX: MALE _____ FEMALE _____

CITY and STATE OF BIRTH _____

NAME (FILL IN ONLY IF REQUESTED) _____

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1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

A. A COMFORTABLE LIFE (a prosperous life)

B. AN EXCITING LIFE (a stimulating, active life)

C. A SENSE OF ACCOMPLISHMENT (lasting contribution)

D. A WORLD AT PEACE (free of war and conflict)

E. EQUALITY (brotherhood, equal opportunity for all)

F. FAMILY SECURITY (taking care of loved ones)

G. FREEDOM (independence, free choice)

H. HAPPINESS (contentedness)

I. INNER HARMONY (freedom from inner conflict)

J. MATURE LOVE (sexual and spiritual intimacy)

K. NATIONAL SECURITY (protection from attack)

L. PLEASURE (an enjoyable, leisurely life)

M. SALVATION (saved, eternal life)

O. SELF-RESPECT (self-esteem)

P. SOCIAL RECOGNITION (respect, admiration)

Q. TRUE FRIENDSHIP (close companionship)

R. WISDOM (a mature understanding of life)

WHEN YOU HAVE FINISHED, GO TO THE NEXT PAGE.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____

A. AMBITIOUS (hard-working, aspiring)

B. BROADMINDED (open-minded)

C. CAPABLE (competent, effective)

D. CHEERFUL (lighthearted, joyful)

E. CLEAN (neat, tidy)

F. COURAGEOUS (standing up for your beliefs)

G. FORGIVING (willing to pardon others)

H. HELPFUL (working for the welfare of others)

I. HONEST (sincere, truthful)

J. IMAGINATIVE (daring, creative)

K. INDEPENDENT (self-reliant, self-sufficient)

L. INTELLECTUAL (intelligent, reflective)

M. LOGICAL (consistent, rational)

N. LOVING (affectionate, tender)

O. OBEDIENT (dutiful, respectful)

P. POLITE (courteous, well-mannered)

Q. RESPONSIBLE (dependable, reliable)

R. SELF-CONTAINED (restrained, self-disciplined)

INSTRUCTIONS

People have different opinions as to what should be taught in our schools. We would like you to order both lists of values a second time as you think schools should teach them.

Study the list carefully and pick out the one value you think schools should stress or teach most strongly. Peel it off and paste it in Box. 1. Box 18 would again be used for the least important value.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

A. A COMFORTABLE LIFE (a prosperous life)

B. AN EXCITING LIFE (a stimulating, active life)

C. A SENSE OF ACCOMPLISHMENT (lasting contribution)

D. A WORLD AT PEACE (free of war and conflict)

E. A WORLD OF BEAUTY (beauty of nature and the arts)

F. EQUALITY (brotherhood, equal opportunity for all)

G. FAMILY SECURITY (taking care of loved ones)

H. FREEDOM (independence, free choice)

I. INNER HARMONY (freedom from inner conflict)

K. MATURE LOVE (sexual and spiritual intimacy)

L. NATIONAL SECURITY (protection from attack)

M. PLEASURE (an enjoyable, leisurely life)

N. SALVATION (saved, eternal life)

O. SELF-RESPECT (self-esteem)

P. SOCIAL RECOGNITION (respect, admiration)

Q. TRUE FRIENDSHIP (close companionship)

R. WISDOM (a mature understanding of life)

WHEN YOU HAVE FINISHED, GO TO THE NEXT PAGE.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____

A. AMBITIOUS (hard-working, aspiring)

B. BROADMINDED (open-minded)

C. CAPABLE (competent, effective)

D. CHEERFUL (lighthearted, joyful)

E. CLEAN (neat, tidy)

F. COURAGEOUS (standing up for your beliefs)

G. FORGIVING (willing to pardon others)

H. HELPFUL (working for the welfare of others)

I. HONEST (sincere, truthful)

J. IMAGINATIVE (daring, creative)

K. INDEPENDENT (self-reliant, self-sufficient)

L. INTELLECTUAL (intelligent, reflective)

M. LOGICAL (consistent, rational)

N. LOVING (affectionate, tender)

O. OBEDIENT (dutiful, respectful)

P. POLITE (courteous, well-mannered)

Q. RESPONSIBLE (dependable, reliable)

R. SELF-CONTROLLED (restrained, self-disciplined)

APPENDIX B

ADULT RESIDENT SAMPLE TECHNIQUE

The Florida State University Survey Data Center uses a multi-range area probability sample to select a state sample of households. This procedure requires the division and subdivision of the state into successively smaller units. The four stages of selection, based on the sampling unit, were:

1. Primary sampling units—counties
2. U.S. Census Enumeration Districts
3. Neighborhoods—geographic areas containing approximately 30 households or a multiple thereof.
4. Households

At the final stage, the respondent is selected from among all adults in the household using a modification of the procedure developed by Leslie Kish[1]. In thirteen major cities, where a city directory sample is employed rather than an area sample, only the first and last stages of selection are relevant.

Probability sampling is employed at every stage of sampling. Each sampling unit has a known probability of selection based on the estimated number of housing units it contained in 1968. Because the sample was drawn at a time when the 1960 Census is dated, estimates of the number of housing units were considered to be more reliable measures of probability. These estimates are available only for county units and were used directly for PSU selection. Estimates are not available for smaller geographic areas so the population growth rate in the county was applied to the 1960 housing unit count for smaller areas to yield estimates of the current number of housing units in the area. (The SDC uses the Census definition of a housing unit.)

The first step in the selection procedure was the computation of a sampling interval. We decided that 1000 completed interviews were desirable. Using results from other states, we anticipated a 15% refusal rate and a 2% non-coverage rate. Therefore we decided to design a sample for 1170 attempted contacts. Experience with one survey has indicated that Florida's extremely mobile population requires these figures to be altered. Our experience suggests that approximately 1400 attempts will be necessary to yield 1000 completed interviews.

---

[1]Leslie Kish, "A Procedure for Objective Respondent Selection Within the Household," *Journal of The American Statistical Association*, 44(1949), pp. 380 - 387.

The estimated number of housing units in the state was divided by the desired number of contacts (1,964,000/1170) to yeild a sampling interval of 1.1600. The number of housing units in each county was divided by the sampling interval to yield the expected number of interviews in each county. The results varied from 224 in Dade County to 1/2 each in Lafayette, Liberty, and Gilchrist. Thirty was selected as a cut-off point and any county with at least 30 expected interviews was automatically selected as a self-respecting county. Eleven counties were selected in this manner.

The remaining 56 counties were grouped into relatively homogeneous strata on the basis of the size of the largest town, geographic location, and proportion non-white. Two counties were selected on a probability basis from each of the eight strata formed. These counties were used to represent the entire strata. The sixteen counties thus selected, combined with the 11 self-representing counties, yield a sampling frame of 27 counties.

In the next stage of selection, each sample county was divided into five sub-strata of Census Enumeration Districts on the basis of population concentration:

1. Cities of 50,000 or more
2. Cities of 10,000 to 49,999 population
3. Urban places of 2,500 to 9,999 population
4. Other incorporated places and densely populated unincorporated places of 1,000 to 2,499
5. Residual area of the country (rural)

There were thirteen cities in sub-strata 1. These were set aside for city directory sampling. The majority of the counties contained three or four sub-strata.

Within each sub-strata of each county, a sample of Enumeration Districts was selected with probability proportional to estimated housing units. Usually Enumeration Districts with less than 50 housing units were combined with contiguous Enumeration Districts to form one sampling unit. In self-representing counties, one Enumeration District was selected from each 4000-5000 housing units in the sub-strata. In non-self-representing counties, approximately one Enumeration District for each 20%of the county population contained in the sub-strata was selected. This is designed to yield an average of four expected interviews in each Enumeration District.

The sample of Enumeration Districts in each sample county was selected by:

1. Listing the Enumeration District in the strata in a

manner which yielded geographic stratification.

2. The number of housing units in each Enumeration District and a cumulative total of housing units was obtained.

3. A random number was obtained to select the Enumeration District. If more than one Enumeration District was to be selected from the sub-strata, a systematic selection was made. The ith Enumeration District was selected when the selection number was between the cumulative total for the preceding Enumeration District and the total for the ith Enumeration District, or equal to the ith Enumeration District's cumulative total.

In those counties where a sub-strata was too small to make selection of an Enumeration District in each practical, the sub-strata were combined and controlled selections were made. This insures accurate representation of each county and each sub-strata throughout the group of counties involved and the state as a whole.

Each sample Enumeration District was then divided into neighborhoods. No neighborhood was less than one block, and most were about three blocks in size. The number of housing units in the District was divided by 30. This yielded the number of neighborhoods which would be superimposed on the Enumeration District. When the resultant number of neighborhoods was greater than the number of blocks, the number of blocks was used as the limiting value to retain areas with readily identifiable boundaries.

Because of the dated quality of the Census materials, and the lack of resources for a full enumeration of the neighborhoods and Enumeration Districts prior to the interviewing process, we assumed that each neighborhood constructed contained the same number of housing units and that that number was the estimated number of units for the District as a whole divided by the number of neighborhoods. Since the number of neighborhoods is generally HU/30, the average number of housing units in each neighborhood is approximately 30. Using this value, a sampling interval for the neighborhood was computed so that the overall probability of selection of a housing unit is 1:1680.

$$1/1680 = \frac{\text{HU in county}}{\text{HU in strata}} \times \frac{\text{HU in ED}}{\text{HU in substrata}} \times \frac{\text{HU in neighborhood}}{\text{HU in ED}} \times \frac{\text{Sampling}}{\text{Interval}}$$

After the sampling interval had been computed for each neighborhood, a systematic selection process was applied to select the households to be interviewed. The interviewer was instructed to list all housing units in the neighborhood in an orderly manner

and interview at those designated as falling at the sampling interval after a random start.

Respondent selection was by the Kish listing procedure which was modified to a tabular form. There are eight types of the form with probabilities of use of .167, .083, .083, .167, .083, .083, and .167. The forms require the interviewer to learn the number of adults in the household (our sample population) and the number of males. The cell entry at the particular combination of row and column describes the respondent. The forms were systematically distributed throughouth the interview schedules to avoid any bias.

In the thirteen major cities which are included in our sampling frame, the most recent edition of Polk's *City Directory* was used as a listing of all housing units in the city. The number of housing units in the city was divided by the county sampling interval to yield the estimated number of sample housing units from the city. Since approximately one fourth of the average city directory lines contain information other than housing units, an enlargement factor of .075 is employed to increase the size of the housing unit sample. The number of pages in the city directory address section was divided by the enlarged housing unit sample. This yielded a sample page interval. The sample line interval was then calculated by dividing the reciprocal of the county selection interval by the page interval.

A random starting page between one and the page interval was generated. This is the first sample page. The page interval was then added to the previous sample page to yield the next sample page. This procedure was repeated until the "next" sample page was greater than the number of pages in the address section of the directory. In like manner, sample lines on the sample pages were listed with the limiting value being the total number of lines on the sample pages.

Finally, we recorded the information contained on the designated sample lines. Most of the time this was a household address where we attempted an interview. Occasionally the sample line contained a commercial address, street name, blank space, or other information unsuitable for interviewing. Since the enlargement factor had anticipated such lines, they were ignored. The interviewer was instructed to interview only at housing units.

The sampling procedures in face gave us 856 addresses for attempting interviews. Of these, 703 interviews were completed for a completion rate of 82.1 percent. Comparison of the proportions of white males, white females, Negro males and Negro females to 1960 Census data for the state shows that there is a slight

oversampling of white females. (See Table B-1) Since women are more likely to be at home, this is not an unexpected result. Sex does not have a significant effect on many of the variables contained in this report and the reader may have confidence in the relationships reported. Age distributions reflected in the sample are a close approximation of those reported in the 1960 Census. Exact comparison is not possible because of minor differences in the age categories we used and those used by the Census.

Table B-1a. **Race and Sex distribution of 1960 Census (In Percent)**

	Race		
Sex	**White**	**Nonwhite**	**Total**
Female	41.7	9.1	50.8
Male	40.4	8.8	49.2
Total	82.1	17.9	100.0

Table B-1b. **Race and Sex distribution of Sample (In Percent)**

	Race		
Sex	**White**	**Nonwhite**	**Total**
Female	48.5	9.4	57.9
Male	37.0	5.1	42.1
Total	85.5	14.5	100.0

Table B-2. **Age comparison of the Census and the Sample (In Percent)**

Census Categories	19-44	45-64	65+
Census Distribution	50.9	31.8	17.3
Sample Distribution	45.9	32.5	21.7
Sample Categories	18-44	45-65	66+

APPENDIX C

STATISTICAL TECHNIQUES

Several of the statistical techniques used in this report may need additional discussion for those not familiar with them. The sample is not a perfectly random sample of all Florida residents over the age of eighteen, but it is close enough to warrant the use of tests of statistical significance. (See Appendix B for a description of the sample.) It is in the nature of a sample that while the proportions and distributions reported are not necessarily exactly those found in the full population, they are so close that we can have confidence that the same relationships exist for the full population with only minor variation from those found in the sample.

The first statistic used to determine whether the relationship noted in the sample actually would be found if everybody in the state could be interviewed or the relationship is the result of chance factors (random fluctuation) was the Chi Square statistic. Chi Square is based on the relationship between the marginal totals for each row and column of a table and the internal or cell entries of that table. Consider, for example, the following two tables. The marginal totals are identical but the cell entries are different. In Table C-1a there is no difference in the assessment of the schools by people with children in school and those without children in school. Half of each group is happy, and half is not happy. In Table C-1b the people with children in school are obviously the ones who are displeased with the performance of the schools.

Table C-1a.—Satisfied with Schools

	Yes	No	Total
Has child in school	40	40	80
No child in school	60	60	120
Total	100	100	

Table C-1b.—Satisfied with Schools

	Yes	No	Total
Has Child in school	00	80	80
No child in school	100	20	120
Total	100	100	

These two tables are clearly extreme examples. Survey results are more likely to be somewhere in between making interpretation of the results less facile. Chi Square offers a unique cutting point, based on the number of categories of each variable and

marginal distributions compared to the internal distribution, for deciding if the relationship is random or real. With a sample size as large as 703 people, it does not take much of a relationship to be relatively certain that an improbable sample does not account for the finding. For this reason, we are sensitive to percentage differences as well as Gammas in the report.

Gamma is a more exact measure of the strength of the relationship than Chi Square. Gamma requires a more exacting level of measurement than Chi Square, ordinal measurement rather than nominal measurement. Ordinal measurement means only that some logical ordering underlies the alternative possible answers in the way they are listed. Our question probing valuable subjects contains the following categories: 1) The fundamentals, the 3 R's; 2) Home economics, cooking, etc.; 3) Business courses; 4) History and geography. There is no reason why any one of these should be category "1" instead of "2" or "3" or any other number. In fact, there is no real reason to assign numbers to the categories at all, other than ease of computer analysis. On the other hand, the answers to the question about frequency of discussion of school quality are ordinal:

1) Each day
2) Once a week
3) Once a month
4) Less frequently than once a month
5) Never

These responses fall in a very definite decreasing pattern. There is no particular reason for choosing "Each day" to be "1" instead of "5", but having made that decision, the other alternatives fall into place.

If we have a table such as C-2a below for the relationship between two ordinal variables, the Gamma will be 1.00 indicating a perfect relationship in which if you know a person's attitude of one of the variables you also know his answer on the other. Table C-2a showed a total lack of relationship which would have a Gamma of .00. Table C-2b shows a perfect negative relationship in which if you know a person is high on one variable, you know he is low on the other.

Table C-2a

	H	L
H	100	0
L	0	100

Table C-2b

	H	L
H	0	100
L	100	0

Gamma is used because it tells you how good the relationship is in terms of the error you would make in guessing the second variable knowing the first. A Gamma of .5 indicates a positive relationship half as good as a perfect relationship.

In some instances it was necessary to collapse variables in the interest of conservation of space. For instance rather than reporting all age categories we collapsed them into three groups, below 45, 45-65, and over 65. Gammas and Chi Squares are always computed on the full uncollapsed table excluding those not giving useful information on either variable.

The researcher is frequently faced by the question of whether his data is as complex as all of the attitude questions asked might imply. It is possible that people have no differentiation in their evaluations of public schools. Some may generally approve and support them while others disapprove and condemn. Thus given the opportunity to express their sentiments on any question concerning schools they merely manifest their underlying opinions. Or they may evaluate their teachers as distinct from the administration and program. We have no way of knowing beforehand how many dimensions or distinctions will be drawn by a person or whether his distinctions are shared with others. We must analyze our data to answer this question. While there are numerous techniques for doing this we have used only two—McQuity's Elementary Factor Analysis and Guttman's Scalogram Analysis.

McQuity's technique is indeed elementary but quite useful. One merely finds the highest correlation (in our case Gammas) between various attitudes. Then the correlations of all other variables with these initial two are checked. Those that have their highest correlation with either of the initial pair are included in the cluster or factor. This process of adding variables which have their highest correlation with a variable already in the cluster is continued until no other variable has its highest correlation with any in the cluster. The remaining or residual variables are then scanned for the highest correlation and the process is repeated until all variables are assigned to clusters. The resulting clusters then are variables which are more like a variable in the cluster in terms of how people answer than any other variable. We have in short reduced the number of variables to the number of clusters of related variables. We then averaged the correlations of each variable in the cluster with all other variables in the cluster. The variable with the highest average correlation is designated the most representative variable in the cluster and is used to represent the others.

Unlike Elementary Factor Analysis which seeks to identify

the number of dimensions in a set of variables, Scalogram Analysis seeks to evaluate whether a set of variables constituted one and only one dimension. To explain this technique let us give an example. The amount of saltiness of soup which is preferred should be a single dimension or undimensional. If we were to prepare five different pots of soup varying only in their saltiness and ask five people whether they thought it was too salty, we might expect a pattern as shown below:

People	Soup Samples A B C D E
1	Y Y Y Y Y
2	N N Y Y Y
3	N N Y Y Y
4	N N N Y Y
5	N N N N Y

This is an instance of perfect scalability or is undimensional. While the five people differ in their tastes, they followed a pattern which suggests that soup E was the saltiest, D next, C next, etc. If the fifth person had said soup D was too salty while finding soup E not too salty, either he was in error or the other four people were in error in evaluating soup E. The error in such a case would be assigned to person 5, and the more such errors found, the less confident we can be that the scale is undimensional.

A simple formula, the Coefficient of Reproducibility, is used in evaluating the undimensionality of a scale.

C.R. = 1 – The Number of errors/The number of opportunities for error. If the C.R. is greater than .90, the scale is by convention accepted as undimensional.